ESEA FLEXIBILITY

Renewal Request

Idaho State Department of Education

Original Application Approved October 17, 2012
Renewal Application Submitted April 30, 2015
Revised Request Submitted July 31, 2015

OMB Number: 1810-0581

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2	Comments on request received from LEAs and public
3	Notice and information provided to the public regarding the request
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)
8	A copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable).
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10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).
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Chief State School Officer: Sherri Ybarra State Superintendent of Public Instruction Idaho State Department of Education	Requester's Mailing Address: P.O. Box 83720 Boise, Idaho 83720-0027	
State Contact for the ESEA Flexibility Request Name: Sherri Ybarra Position and Office: State Superintendent of Public Instruction Contact's Mailing Address: P.O. 83720 Idaho State Department of Education Boise, Idaho 83720-0027 Telephone: (208) 332-6869 Fax: (208) 334-2228 Email address: sybarra@sde.idaho.gov		
Chief State School Officer (Printed Name): Sherri Ybarra	Telephone: (208) 332-6815	
Signature of the Chief State School Officer:	Date: 7/31/15	
President of the Idaho State Board of Education (Printed Name): Don Soltman	Telephone: (208) 334-2270	
Signature of the President of the Idaho State Board of Education	Date: 7/31/15	
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.		

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

X 1. The requirements in ESEA section 1111(b) (2) (E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

X 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

X 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

X 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

X 5. The requirement in ESEA section 1114(a) (1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

X 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs

in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

X 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

X 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

X 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

X 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

X 11. The requirements in ESEA sections 1116(a) (1) (A)-(B) and 1116(c) (1) (A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b) (2) (C) (v), and use performance against the AMOs to support continuous improvement in Title I schools.

X 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA

section 1113.

X 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

ASSURANCES

By submitting this request, the SEA assures that:

X 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

X 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

X 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

X 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b) (7), 3113(b) (2), and 3122(a) (3) (A) (ii) no later than the 2015–2016 school year. (Principle 1)

X 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

X 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

X 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

X 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and

focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

X 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

X 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

X 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

X 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

X 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

X 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15. a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014−2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15. b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014−2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15. b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014−2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: X 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

The ISDE has meaningfully engaged and dialogued with K-12 stakeholders continuously since the submission of Idaho's first request for flexibility. The Department used a series of both face-to-face and web-based strategies to gather feedback from a diverse group of stakeholders across the State of Idaho. All stakeholders in the State of Idaho – parents, teachers, administrators, board trustees, community groups, civil rights organizations, business representatives, higher education, and others – had an opportunity to offer initial ideas and then to provide feedback on the state's draft waiver. Significant input has been obtained that indicates the implementation of the first request for flexibility has resulted in a burdensome, compliance, and regulatory workloads for Idaho LEAs. Additionally two major reports by Idaho's Office of Performance Evaluation (OPE) concluded two major features of the first request for flexibility, SchoolNet and the Idaho System of Education Excellence (ISEE), have not worked, at great expense and resource utilization. On January 5, 2015 a new Idaho Superintendent of Public Instruction was sworn into office. The vision and mission of the new superintendent is a return to local control with a certainty that student achievement occurs in the classroom at the local level and not through state-directed regulations and compliance. Therefore, this current renewal will reflect this major shift in the ISDE's vision and mission of local control. This renewal will demonstrate local school district generation of key components of the request for flexibility, e.g., teacher and principal evaluation plans, school improvement plans, etc. The ISDE will continue to ensure stalwart components of this renewal be maintained, e.g., implementation and integration of college and career readiness standards, a state-wide system of assessment, student growth, and 95% participation, etc. The ISDE is requesting a renewal for one year. This time frame will allow local school districts time to generate and implement their plans.

After soliciting feedback from stakeholders, the ISDE specifically did the following:
1. Eliminated statewide requirement for SchoolNet;
2. Eliminated statewide requirement for utilization of the WISE tool;
3. Minimized data element reporting requirements for districts into the statewide longitudinal data system (ISEE);
4. Reduce the reporting frequency from monthly to quarterly for the statewide longitudinal data system (ISEE);
5. Authority for approval of individual school improvement plans was moved from the State to the LEA;
6. Revised the process of the teacher and principal evaluation plans by moving the approval authority from the State to the LEA;

The State has provided flexibility for the choice of instructional management system (IMS) to the LEA using State funding.

Primarily, the feedback from our stakeholders demonstrated the need for the ISDE to shift its focus from a compliance/regulatory agency to a resource, assistance, and referent agency.

Feedback from all stakeholders supports the shift of a centralized state agency to a focus on

local control.

7. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The State has made significant changes to its waiver renewal application based on the feedback and comments we received throughout this process.

Our outreach efforts have continued even after submitting the application to US ED for review as defined in Table 1. We have met with more than 800 individuals – the leaders of key stakeholders' groups and local school districts – since submitting the application in February. (See "Continued Consultation to Engage Stakeholders" table.)

Table 1
ESEA Flexibility Waiver Renewal Consultation

Table 1 ESEA Flexibility Waiver Renewal Consultation	Date	Estimated Audience	Staff Responsible	Strategy for Outreach
Idaho State Superintendents' Association Conference	August 4 – 7, 2015	130	Sherri Ybarra, Chuck Zimmerly	Face to face
Region 3 Superintendents Meeting	April 15, 2015	30	Chuck Zimmerly Pete Koehler	Face to face
Region 5 Superintendents Meeting	April 20, 2015	20	Chuck Zimmerly	Face to face
Region 4 K-12 Principal's meeting	April 15, 2015	40	Chuck Zimmerly	Face to face
Region 6 Secondary	April 9, 2015	9	Chuck Zimmerly	Face to face
Mountain Home School District Leadership Team and Principal		23	Sherri Ybarra	Face to face
Idaho Superintendents Network	February 10 – 11, 2015 April 21 – 22, 2015	31	Chuck Zimmerly	Face to face
Post Legislative Tour in all six regions	April 6-14, 2015	600	Sherri Ybarra, Pete Koehler, Tim Corder, Chuck Zimmerly, Will Goodman	Face to face

Eastern Idaho Superintendents' Conference	April 10, 2015	50	Chuck Zimmerly	Face to face
Senate Education Committee	February 5, 2015 March 2, 2015 March 16, 2015	9 Senators, plus audience	Sherri Ybarra, Angela Hemingway	Face to face
House Education Committee	February 5, 2015 March 26, 2015 March 30, 2015	Representatives, plus audience	Sherri Ybarra, Tim Corder	Face to face
Idaho State Board of Education	March 19, 2015	SBOE, Executive Director, SBOE staff	Sherri Ybarra Tim Corder Marcia Beckman	Face to face
Statewide Parent/Teacher's Association	April 11, 2015	Board & membership	Chuck Zimmerly	Face to face
Committee of Practitioners	April 24, 2015	15	Marcia Beckman, Karen Seay, Teresa Burgess, Christina Nava, MaryLou Wells, Tina Naillon	Virtual Meeting
Nez Perce Tribal Education Committee	March 18, 2015	20	Marcia Beckman, Karen Seay	Face to face
Special Education Advisory Committee	March 2, 2015	15	Marcia Beckman, Charlie Silva	Face to face

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Since the writing and submission of the previous "Waiver request for Flexibility," we have reflected on Idaho's progress and undergone some important changes. As a state, we continue to feel the profound impact of the economic recession on our education budget and have been grappling with how to adjust to the financial implications of this. Including challenges like the reduction of the school week to four days, teacher, administrator and staff furloughs, subsistence level operational budgets, negative impacts on recruitment and retention of highly qualified teachers and administrators, and increased dependency on annual supplemental levies to meet funding short falls. Given the increased strain on financial and human resources, Idaho has tried to be increasingly thoughtful about how educators in our state spend their time to best serve the needs of students. As we have worked hard to implement our waiver, we have often found that there are duplicative and unnecessary burdens associated with this flexibility, which have resulted in essentially state-wide unfunded mandates. With an already depressed economic environment faced by Idaho schools, the unfortunate result of this is severe erosion into the time that teachers spend engaging their students and the time administrators spend in supporting their teachers.   The primary cause of these unnecessary burdens lies in the specific delineation of programs, with the verbiage of the current request for flexibility, e.g. the Idaho System for Educational Excellence (ISEE) SchoolNet (an Instructional Management System), Ways to Improve School Effectiveness Tool (WISE), specific ISDE-mandated teacher and administrator evaluations, and a flawed school rating system.

In January of 2015, a new Superintendent, Sherri Ybarra, took office in Idaho and we think this is a critical moment to alleviate some of these frustrations and improve our system.   To that end, we will be taking some time to review our current 5-Star accountability system, better align our work into one coherent system, and continue to do everything we can to support our educators and students.

Idaho has a long history of local control. And, within that context, Idaho has learned time and again, that the most effective and sustained change depends on local involvement. For that reason, Idaho SDE will move to a system that more directly empowers local communities. As one example, we intend to stop prescribing performance goals for each district --but will support districts in setting appropriate goals. Each district will set goals through the inclusive process and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals. By allowing communities to engage in hard discussions and to land upon what they believe are ambitious but achievable goals specific to that community, Idaho believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes. Finally, a new state accountability model will be developed over the next year, with the above components as its basis, and will involve stakeholders, the Idaho State Board of Education, and will also be reported to the Idaho Legislature.

Thus, the current challenge for the Idaho State Department of Education in drafting the new Request for Flexibility 2015 is to address overwhelming reporting requirements and regulations

imposed by the current Request for Flexibility and still maintain a comprehensive approach to the continued implementation and enhancement of Waivers 1-~~14~~ 13, Assurances 1-14 and the Principles:

1. College and Career Ready Standards and Assessments

2. State-Developed Differentiated Recognition, Accountability, and Support

3. Supporting Effective Instruction and Leadership.

The new Request for Flexibility 2015 will eliminate the duplication and unnecessary burdens currently being imposed on Idaho's schools and districts. The new Request for Flexibility 2015 will describe and ensure Idaho's continued commitment to the intent of the waivers, principles, quality of instruction, and increasing student achievement. Schools will continue to be held accountable for ALL students' growth, in reaching college-and career-readiness.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A   ADOPT COLLEGE- AND CAREER-READY STANDARDS

The State of Idaho adopted the Common Core State Standards, now referred to as the College and Career Readiness Standards, officially during the 2011 legislative session. Page 4 of Attachment 4 illustrates the State Board of Education approval vote. Idaho now has statewide implementation of the College and Career Readiness Standards.

As part of the Memorandum of Understanding for the SMARTER Balanced Assessment Consortium (see Attachment 5), all of Idaho's public colleges and universities signed the agreement noting participation and agreement "in implementation of policies, once the high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the NIA) for each assessment and on any other placement requirement established by the IHE or IHE system."

1.B   TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Idaho has been involved in the development of the Common Core State Standards since 2008. Idaho adopted the Common Core State Standards and subsequently renamed them the College and Career Readiness Standards in February 2011 with approval from the Idaho State Board of Education ("State Board") and Idaho Legislature.

The State has transitioned to College and Career Readiness Standards. The Idaho State Department of Education (ISDE) will continue to build capacity at the State, district and school levels to ensure the transition to the College and Career Readiness Standards increases the quality of instruction in every classroom and raises achievement for all students, including English Learners, students with disabilities, and low-achieving students. The State is integrating the transition to College and Career Readiness Standards with the implementation of other critical statewide initiatives to ensure consistency and uniformity across Idaho. For example, the State will provide professional development on the College and Career Readiness Standards. The State also has reformed the teacher evaluation process and will make sure the Danielson Framework is a key part of every teacher performance evaluation and the training that goes with each evaluation.

In 2010, staff from the ISDE worked with Idaho teachers to analyze the alignment between current Idaho Academic Content Standards and new College and Career Readiness Standards in mathematics and English language arts. The ISDE refers to this as the "gap analysis." It was conducted using Achieve's Common Core Comparison Tool. The results were published on the ISDE website in July 2010. (The gap analysis is available online at http://www.sde.idaho.gov/site/common/.)

ISDE used results of the gap analysis to inform the public about College and Career Readiness Standards and to build a plan for transitioning to the College and Career Readiness Standards by 2013-14. The gap analysis data were shared in community meetings in Summer and Fall 2010 and also used to inform training the ISDE provided to school districts in Fall 2011 on the implementation of the College and Career Readiness Standards. (Presentations are available online at http://www.sde.idaho.gov/site/common/.)

ISDE met the requirements of analyzing the linguistic demands of the College and Career Readiness Standards through its adoption of the 2012 WIDA (World-Class Instructional Design in Assessment) Standards in 2013-2014. These new English Language Development (ELD) standards were adopted in 2013-2014 and will ensure English Language Learners (ELLs) have the opportunity to achieve Idaho's College and Career Readiness Standards on the same schedule as all students. The ELD standards were aligned to the Idaho College and Career Readiness Standards in 2011 through an alignment study that examined the linguistic demands of College and Career Readiness Standards.

Table 2
Timeline for Implementing the ELD Standards

Table 2	Activity	Responsible	Timeline
ELD Standard framework Training of Trainers for school district teams	Title III Division	February 2013
Introduction to WIDA Workshop at Biennial Title I Conference-Boise, Idaho	State Department of Education/Title III Division	April 2013
Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division	July 2013
Idaho Summer of Best Practices Institute	State Department of Education – Title III Division	July 2013/August 2013

Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division	October 2013
Overview of World-Class Instructional Design & Assessment (WIDA) Webinar	Title III Division	September 2013
Writing Educational Learning Plans with WIDA's Can Do Descriptors Webinar	Title III Division	September 2013
Two Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division	November 2013
Introduction to WIDA Workshop at Idaho Association for Bilingual Education conference.	Idaho Association for Bilingual Education	January 2014
ELD Standards framework Training of Trainers for school district teams	Title III Division	June 2014
WIDA Training to Pre-service Teachers	Title III Division/Boise State University	July 2014
Three Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division / Statewide System of Supports	October 2014
Three Regional Professional Development workshops for school districts regarding WIDA ELD standards.	Title III Division / Statewide System of Supports	December 2014
Establish Memorandum of Understanding (MOU) with Wisconsin Center for Education Research. This MOU will outline the statewide professional development opportunities for school year 2015-2016.	Assessment &Title III Divisions	April 2015

ISDE will continue to assist school districts and public charter schools in analyzing the learning and accommodation factors necessary to ensure that students with disabilities have the

opportunity to achieve college- and career-ready standards. Specifically, ISDE worked with Idaho educators, administrators, and other stakeholders in Spring 2012 to help school districts conduct gap analyses between a student's current baseline with the Idaho Content Standards and College and Career Readiness Standards. ISDE used the results of this analysis to support students with disabilities in achieving College and Career Readiness Standards.

For example, ISDE provided professional development opportunities for school districts and public charter schools which are infused with and incorporate the fundaments of Universal Design for Learning (UDL) in instruction, technology integration, and assessment, which increased the opportunities for all students including those with disabilities to demonstrate progress toward the College and Career Readiness Standards.

UDL is a set of principles developed by the Center for Applied Special Technologies (CAST) at www.cast.org, aimed at providing all students with equal opportunities to learn. The UDL principles are utilized by the ISDE as guidelines, not a format. It involves a flexible approach to instruction that can be adjusted to fit individual learning needs by designing a learning environment and lesson plans which include opportunities for: multiple means of engagement, multiple means of representation and multiple means of representation and the "consideration" of appropriate assistive technology and accommodations. Equal access is extended to all students under UDL to include the following populations: students with disabilities, English language learners (ELL) and low-achieving students. The use of UDL principles is proposed to facilitate and assure equal access to the learning environment, technology and materials in the general education classroom and to the College and Career Readiness Standards in all areas.

Economically Disadvantaged students and students with disabilities must be challenged to excel and be prepared for success in their post-school lives, including college and/or careers. Students' needs are being met through the implementation of the college and career ready standards in all of Idaho's schools. Students are assessed on the Idaho Standards Achievement test by Smarter Balanced (SBAC) to determine proficiency levels.

Idaho has made significant progress in aligning the standards and preparing teachers for teaching those standards to all students. Some of those supports include:
- Coach network for English-Language Arts/Literacy
- Regional Math Centers
- Idaho Building Capacity project
- RtI pilot project
- BSU and Northwest Inland writing projects
- Multiple workshops throughout the State on implementation of the College and Career Core standards

Additional supports can be found beginning on page 32.

Table 3
Timeline for the ISDE's Implementation

Table 3	Activity	Responsible	Timeline
Design follow-up training on using a gap analysis based on students' current baselines and the standards.	Secondary Special Education Coordinators	Spring 2012
Research secondary assessments that document growth based on Postsecondary and Career-Ready standards.	Secondary Special Education	Fall 2012
Research link with College and Career Readiness Standards	Secondary Special Education, SESTA, and Assessment and Content Teams	Fall 2012
Collect rubrics available to measure content	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13
Develop tools to use rubrics to calculate growth	Secondary Special Education, SESTA, and Assessment and Content Teams	2012-13 to present
Prepare training on how to use the rubrics	Secondary Special Education and SESTA	School year 2012-2013 to present
Prepare training on how to use the same data to determine Response to Intervention (RTI) interventions, document SLD eligibility, create transition plans, and document SOP	Secondary Special Education and SESTA	School year 2012-2013 to present
Design evaluation of the trainings' effectiveness	SESTA	Summer 2013
Assistive Technology Professional Training (2 days)	Secondary Special Education and SESTA	June 2014
Autism Spectrum Disorders: Executive Function to Interventions (3 part webinar series)	Secondary Special Education and SESTA	November 2014
Coaching Institute (3 days)	Secondary Special Education and SESTA	July & Nov 2014
College and Career Readiness: Evidence Based Predictors for Improving Outcomes for Students with Disabilities (1 day)	Secondary Special Education, SESTA, and Assessment and Content Teams	September 2014 – present
National Center and State Collaborative Alternate Assessment Resources (1 day)	Secondary Special Education and SESTA	August 2014
New Special Education Teacher Training (2 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	September 2014
Quality Literacy Instruction for Students	Secondary Special Education,	January 2015

with ASD (3 part webinar series)	SESTA, and Assessment and Content Teams	
Schoolwide Positive Behavioral Interventions & Supports Tier 1 (4 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	Aug 2014, Jan 2015 & March 2015
Schoolwide Positive Behavioral Interventions & Supports Tier 2 (3 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	July 2014 & Feb 2015
Schoolwide Positive Behavioral Interventions & Supports Tier 3 (3 days)	Secondary Special Education, SESTA, and Assessment and Content Teams	July 2014 & Feb 2015
Supporting Students on the Autism Spectrum in Schools Summer Institute (2 days)	Secondary Special Education and SESTA	June 2014
SWIS Facilitator Training (1 day)	Secondary Special Education and SESTA	September 2014
Tier 3 Mathematics Team Training (2 days)	Secondary Special Education and SESTA	October 2014
Tools for Life: Secondary Transition and Assistive Technology Fair	Secondary Special Education and SESTA	March 2015

ISDE continues to conduct outreach to the public and targeted stakeholder groups and will continue to do so to increase awareness as the State utilizes the College and Career Readiness Standards. Since the College and Career Readiness Standards were published in 2009, ISDE has conducted outreach in every region of the State to ensure stakeholders are aware of the transition to College and Career Readiness Standards. The overarching goal of these activities is to continue to integrate the College and Career Readiness Standards into classroom instruction.

ISDE continues to provide professional development and ongoing support to all classroom teachers as they utilize the College and Career Readiness Standards. Professional development opportunities focus on all teachers as well as teachers of English language learners (ELLs), students with disabilities, and low-achieving students. To conduct these opportunities for all teachers, ISDE will integrate the professional development activities for College and Career Readiness Standards with other statewide initiatives and strategic partnerships that are already established.

Economically Disadvantaged students and students with disabilities must be challenged to excel and be prepared for success in their post-school lives, including college and/or careers. Students' needs are being met through the implementation of the college and career ready standards in all of Idaho's schools. Students are assessed on the Idaho Standards Achievement test by Smarter Balanced (SBAC) to determine proficiency levels.

Idaho has made significant progress in aligning the standards and preparing teachers for teaching those standards to all students. Some of those supports include:
- Coach network for English-Language Arts/Literacy
- Regional Math Centers

- Idaho Building Capacity project
- RtI pilot project
- BSU and Northwest Inland writing projects
- Multiple workshops throughout the State on implementation of the College and Career Core standards

Below is a synopsis of how ISDE will provide that professional development to all classroom teachers. Table 5 identifies a timeline for the delivery of the professional development activities.

The professional development activities that ISDE carries out are cross-cutting. They include programs and training opportunities that focus on the system of schooling as well as targeted components of the school system. Furthermore, these activities address the capacity of different audiences as appropriate. At times, support is given to specific teachers and school leaders. In other circumstances, it is most appropriate to provide support to district leaders. And, in many cases, support is provided across job roles to ensure diffusion of the innovation or ideas included in the activity. Table 4 provides an overview of the activities, which are described in further detail below.

Table 4
Overview of Activities

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
Classroom Technology Integration		✓	✓	✓	✓
Idaho Building Capacity Project	✓			✓	✓
Idaho Math Initiative		✓	✓	✓	
Idaho's English Language Development Program	✓		✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Statewide Instructional Management System		✓	✓	✓	✓
Assistive Technology Professional Training (2 days)		✓			
Autism Spectrum Disorders: Executive Function to Interventions (3 part webinar series)	✓		✓	✓	✓
Coaching Institute (3 days)		✓			
College and Career Readiness: Evidence Based Predictors for Improving Outcomes	✓		✓	✓	✓

for Students with Disabilities (1 day)					
National Center and State Collaborative Alternate Assessment Resources (1 day)	✓		✓		
New Special Education Teacher Training (2 days)		✓	✓		
Quality Literacy Instruction for Students with ASD (3 part webinar series)	✓		✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 1 (4 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 2 (3 days)		✓	✓	✓	✓
Schoolwide Positive Behavioral Interventions & Supports Tier 3 (3 days)		✓	✓	✓	✓
Supporting Students on the Autism Spectrum in Schools Summer Institute (2 days)		✓	✓	✓	
SWIS Facilitator Training (1 day)		✓	✓	✓	✓
Tier 3 Mathematics Team Training (2 days)		✓	✓	✓	✓
Tools for Life: Secondary Transition and Assistive Technology Fair	✓		✓	✓	

PROFESSIONAL DEVELOPMENT ACTIVITIES

Under the new Superintendent of Public Instruction's policy of establishing more local control, the former statewide instructional management system will be eliminated in favor of district level choice of an IMS.

The ISDE continues to support high level and robust professional development activities focused on integrating the College and Career Readiness Standards into classroom instruction. A compendium of all activities can be located at http://www.sde.idaho.gov/site/common/.

Response-to-Intervention (RTI): Idaho has scaled up implementation of RTI significantly over the past seven years. Beginning with the cohorts of schools participating in Reading First, ISDE piloted and refined the RTI model. Subsequently, virtually all school improvement efforts have been influenced by or specifically include the elements of RTI as a model for meeting the needs of all students. Most recently, Idaho has worked in partnership with the National Center on Response to Intervention (NCRTI).
NCRTI has assisted Idaho with the development and delivery of statewide training in the essential elements of RTI and implementation planning by helping build a highly effective model for continuous improvement.

The RTI model is built on a multi-level tiered prevention system that includes data-based decision-making using screening tools and progress monitoring techniques. It provides differentiation in core academic subjects.

All students are expected to be served in Tier 1, the level in which core academic instruction is provided based on State standards (i.e., the College and Career Readiness Standards). For students who struggle and need additional time and intervention, Tier 2 provides additional opportunities for them to catch up and keep up in the core academic subject areas. Lastly, for students who are substantially behind, Tier 3 is highly intensive instruction, often stripped of any non-essential coursework, in which students are taught directly and in ways that will help them to close their achievement gaps in the quickest manner. The RTI model is well established in Idaho and also serves as an effective way to improve the instruction and outcomes for students with disabilities. It has been integrated into the Title I Schoolwide Program planning process. It also forms the basis for identification of students with a Specific Learning Disability. A majority of Idaho schools and more than 80 percent of Idaho school district leadership teams have been trained in the RTI model. As the State transitions to College and Career Readiness Standards, the RTI model will continue to serve as a highly effective vehicle that schools and districts will use to ensure all students, including students with disabilities, are achieving College and Career Readiness Standards.

Idaho Building Capacity Project: To better assist low-performing schools, ISDE partnered with Idaho's three largest public universities and created a program to train and support school and district improvement coaches. More commonly referred to as Capacity Builders, these individuals work directly with school and district leadership teams to improve student achievement. Capacity Builders are veteran building and district administrators who have the requisite skill set to effect lasting change and build effective relationships with school personnel. Each university employs the services of a Regional School Improvement Coordinator who works directly with ISDE to identify Capacity Builders.

The regional coordinators provide the Capacity Builders with professional development and then contract with them to provide services over a three-year period. The Capacity Builders provide hands-on technical assistance linked to research-based best practices. Their primary goal is to develop the capacity of local leaders in understanding the characteristics of effective schools and how to manage change in a complex school system. The Idaho Building Capacity Project was piloted in 2008 and fully implemented statewide in 2009 and continues in 2015.

Since its inception, the State also has utilized Capacity Builders to implement other new statewide programs and initiatives, such as Response to Intervention implementation grants and the statewide longitudinal data system.[1] ISDE continues to provide training for Capacity Builders on the College and Career Readiness Standards. Updated numbers and professional development activities can be found at https://www.sde.idaho.gov/site/ssos/IBC.htm.

Idaho Math Initiative
The ISDE continues to support the Idaho Math Initiative professional development.
Current activities can be found at http://www.uidaho.edu/cda/extension-outreach/regional-math-centers.

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[1] Idaho began developing its Statewide longitudinal data system in 2008. The State fully deployed the longitudinal data system for the first year in 2010-11.

English Language Arts (ELA)
The ISDE continues to support professional development in ELA. Please refer to
http://www.sde.idaho.gov/site/common/

College and Career Readiness Standards
For a full description, please refer to http://www.sde.idaho.gov/site/common/.

Idaho's English Language Development Program
The ISDE continues to support a strong English Language Development Program.
Current activities and content can be found at https://www.sde.idaho.gov/site/lep/.

National Center and State Collaborative (NCSC) GSEG Tier II Involvement

Idaho's involvement in the NCSC as a Tier II state participant allows Idaho teachers of students with significant cognitive disabilities access to the College and Career Readiness Standards aligned professional development, curriculum and instructional resources pilot tested and refined by the Tier 1 states. Idaho will have access to all NCSC products and materials before broad dissemination by 2015.

Specifically, Idaho's involvement as a Tier II state is to provide feedback on usability and outcomes of NCSC provided tools and protocols. Idaho will look to recruit a minimum of one to two cohorts, consisting of two to three teachers of students with significant cognitive disabilities who administer the ISAT-Alt, in each of our six state regions.

Spring of 2015 will be Idaho's first operational administration of NCSC alternate assessment in ELA and Math. All students eligible for alternative assessments in grade 3-8 and 11 are required to participate. Based on the results of the assessment, Idaho will then determine whether or not to retain the NCSC assessment or select a different assessment to better meet the needs of this student population.

Table 5
Professional Development Timeline

	Focus		Audience		
	System-Wide	Targeted	Teachers	School Leaders	District Leaders
2011-12 School Year					
Idaho Math Initiative		✓	✓	✓	
iSTEM Summer Institutes		✓	✓		
Idaho Summer Institute of Best Practices		✓	✓	✓	
District Leadership Team Workshops	✓				✓
Online Office Hours & Webinars		✓	✓		
College and Career Readiness Standards Toolkits		✓	✓		

Summer Regional Institutes		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
2012-13 School Year					
Integrating Classroom Technology		✓	✓	✓	✓
Curriculum Integration	✓				
Transition to WIDA Standards	✓		✓	✓	✓
Recruit and Establish NCSC cohorts		✓	✓		
Model Instructional Units		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
2013-14 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
Pilot NCSC professional development, curriculum, and assessment resources		✓	✓		
Regional Mathematics Specialists		✓	✓	✓	✓
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Assessment Consortium Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	

2014-15 School Year					
Implementation of WIDA Standards	✓		✓	✓	✓
NCSC professional development, curriculum, and operational assessment online		✓	✓		
Response-to-Intervention (RTI)	✓			✓	✓
Smarter Balanced Summative Assessment Training		✓	✓	✓	✓
College and Career Readiness Standards Principals Implementation Group	✓	✓		✓	✓
College and Career Readiness Standards Coach Network/ELA/Literacy	✓	✓	✓	✓	✓
Mathematics Regional Centers	✓	✓	✓	✓	✓
BSU Writing Project; Argumentative workshop	✓	✓	✓	✓	
Tech Integration through College and Career Readiness Standards Lens	✓	✓	✓	✓	
Model Instructional Units	✓	✓	✓	✓	

2012-13 School Year: ISDE, working with strategic partners, provided more in-depth training on the College and Career Readiness Standards and how Idaho classroom teachers can effectively

transition to the new standards. To view current and historical professional development provided in Idaho, go to this link: http://www.sde.idaho.gov/site/common/

2013-2014 School Year: The 2013-14 school year is the first that Idaho's teachers taught the College and Career Readiness Standards in their classrooms. The State offered ongoing support throughout this year including two new regional outreach programs. To view current and historical professional development provided in Idaho, go to this link: http://www.sde.idaho.gov/site/common/

- Idaho Core Coach Network-ELA/Literacy: This program is an investment in human capital that remains in local districts and continues to provide expertise through a local control lens. It is a program that honors teachers as professionals and leaders and the time it takes to create lasting change in something as complex as teaching and learning. In 2013-14 this group of 8 coaches, each taking a two year sabbatical from their teaching assignments, deeply trained a cadre of 250 teacher leaders from 90 districts resulting in strengthened expertise and ability of teacher leaders. Using an innovative blended model over an entire year that includes 8 release days for face to face training in addition to a rigorous online course all within the framework of teacher's daily practice, this program has provided 140,000 contact hours reaching districts and charters serving over 85% of all Idaho students. Now, all over the state teacher leaders are creating and delivering training within a local context, with many districts replicating the program locally and repurposing teacher workloads [half time instructional coaches] to take advantage of this burgeoning local expertise. As a platform for instruction, teachers build, revise, teach and peer edit Idaho core aligned lessons using the EQUiP rubric.

- Regional Mathematics Centers: In 2014, the Idaho State Department of Education developed and established the Idaho Regional Mathematics Centers [IRMC] in collaboration with each of Idaho's four-year institutions of higher education. Building upon and advancing the success of the Idaho Math Initiative, these regional centers provide strong programs of professional support connecting all features of quality professional development and rigorous standards for improved mathematics teaching and learning across the state. Beginning in 2008, the Idaho Math Initiative began leading the way by recognizing the need for high quality professional mathematics support and providing the critical foundation for improved mathematics instruction in the form of the Mathematical Thinking for Instruction [MTI] course. From this initial effort a coordinated, collaborative, and comprehensive statewide structure of support now exists.

  Each Idaho Regional Mathematics Center is housed within the colleges of education at each of Idaho's four-year state institutions of higher education: Idaho State University, University of Idaho, Lewis-Clark State College, and Boise State University. Directors at each Center are professors of mathematics education and oversee all personnel and regional professional support. Faculty and personnel at these centers work closely with the Idaho State Department of Education, representatives from local industry, as well as faculty in multiple institutions of higher education, to provide coherent programs of professional support that is regionally based, intensive, ongoing, connected to practice, and focused on student learning. (A full list of the staff for each Idaho Regional

Mathematics Center is available on our website at
http://www.sde.idaho.gov/site/contact/regionalContacts.htm.)

- Committee for Teachers as Professionals: In fiscal 2014, the Department contracted with The Committee for Teachers as Professionals [CTAP] to provide grade-span training in Idaho Core Mathematics for the past two summers. These workshops focused on repurposing existing resources through the Idaho Core lens and bringing the mathematical practices found in the Core Standards into instructional design and delivery, all while working within grade spans. This made the work highly relevant from beginning to end. In 2014, more than 250 teachers and principals participated in the regional trainings provided by CTAP. Because of limited funding for fiscal 2015, this work will not continue.

2014-2015 School Year is the second year that standards will be taught across Idaho and the first year Idaho students will participate in the new Smarter Balanced summative assessment in the spring of 2015. A primary focus of state efforts this year will be to continue the successful regional support networks that were established in 2013-2014. To view current and historical professional development provided in Idaho, go to this link:
http://www.sde.idaho.gov/site/common/

- Regional Support: The Idaho State Department of Education continued regional support in the form of College and Career Readiness Standards Coach Network for English language arts/literacy with nine full-time core coaches who are based in each region of the state. Each coach is a master educator and content expert in English language arts/literacy with an extensive background in designing and delivering meaningful professional development to teachers. This program is predicated on honoring teachers as professionals and leaders as well as the time it takes to drive lasting change in something as complex as teaching and learning (A full list of the core coaches and their backgrounds is available on the Department's website at
http://www.sde.idaho.gov/site/contact/regionalContacts.htm). Before beginning their work, the core coaches made personal contact with every school district and public charter school in the state – in some cases more than once – so they could better meet the needs of each individual school and district. Training this year moved more form instruction to coaching of second and first year teacher leaders as they planned, created and delivered courses of professional development through and College and Career Readiness Standards lens within a local context. This year 325 teacher leaders are involved in this network that involves deep, sustained and supported study over an 11 month period. This model has resulted not only in deep learning that is transforming classrooms all over Idaho, but has facilitated growth of vibrant and self-supportive local networks of educators in all regions. In addition, the network has provided parallel training for administrators in the core shifts to create a common language centered on teaching and learning. Reinforcing key instructional shifts at the administrative level is a key component to sustaining change over time. Over 200 administrators were served in the 2013-2014 with this number projected to rise in 2014-2015.

- Regional Mathematics Centers: In 2014, the Idaho State Department of Education

continued to develop the Idaho Regional Mathematics Centers [IRMC] in collaboration with each of Idaho's four-year institutions of higher education. From this initial effort a coordinated, collaborative, and comprehensive statewide structure of support now exists. This year the work has evolved to include work with principals and has expanded to include Professional Noticing for Principals, a three day workshop to build principal knowledge of highly effective teaching practice. Approximately 85 districts or charters are working with the math centers and the eight math specialists who work with educators around the state.

- Statewide Academy on Mathematics: The summer academy sets the foundation for continued support throughout the school year which includes regional fall and spring academies. Based on a statewide needs assessment, academies focus on increasing teacher content knowledge in mathematics, increasing pedagogical content knowledge, student thinking, and productive classroom practices. Several national leaders in mathematics education have presented at our academies [Dr. Bradford Findell, mathematics expert appointed to Core Standards Initiative workgroup; Dr. Phil Daro, author College and Career Readiness Standards].

- Illustrative Mathematics: Three-day workshop by the lead author of the College and Career Readiness Standards in creating and adapting materials aligned to our College and Career Readiness Standards for classroom use.

- A critical component of offering professional development to Idaho's teachers is meeting them where they work on a daily basis. To do this, the Department leveraged existing partnerships to begin offering professional development and show Idaho teachers how they could transition to College and Career Readiness Standards using programs they are familiar with or that are already in place.

Here is a breakdown of ways in which the Department has leveraged existing programs or partnerships:

- School leadership: The department is continuing this work in support of Idaho public school administrators in fiscal 2015. The principal's role as instructional leader will figure heavily into the success of College and Career Readiness Standards implementation as principals can reinforce and help sustain the instructional practices best suited to providing the deeper learning opportunities that the core emphasizes. The ownership of literacy across the curriculum means managing large-scale change in a positive manner. Implementing the College and Career Readiness Standards is a long-term change for all schools and that requires true leadership. Transforming classroom instruction, while building a positive culture of learning is a tall order. The Department has contracted with Mel Riddile, Associate Director for High School Services for the National Association of Secondary School Principals and a leader in managing long term change in schools. This work provides hands-on implementation training for Idaho principals as they design and begin individual implementation efforts while simultaneously managing the change to a new culture of higher learning expectations for all students. Riddile has been the Met/Life/NASSP Principal of the Year and is a recognized leader in efforts to reinvent America's high schools and manage system-wide

change. This effort is a blended model that provides ongoing and consistent support in a series of sequenced workshop dates over the coming school year focused on strategic planning and practical implementation and problem-solving for school leaders with consistent online support between face to face sessions. Building on his work for over 3 years in Idaho, Riddile will present across Idaho on three separate occasions during the school year with online meetings in between workshops to support implementation efforts in the form of webinars and chat rooms. In addition, the focus in 2015 will be on site visits to local school districts who are successfully implementing positive changes in schools that will lead to higher student achievement. Instituting a clear instructional framework [including clear opening and closing exercises], providing a framework for frequent and effective feedback, and creating a clear growth mindset for teachers and students are just some of the major areas of work.

- Writing Projects: In fiscal 2012, 2013, 2014 and 2015, the Department has effectively partnered with the BSU Writing Project and the Northwest Inland Writing Project to create five regional three-day workshops for district implementation teams, created based on a train-the-trainer model so districts can replicate at the local level. These workshops move from strategies for orientation to unit planning and creation and inquiry-based teaching. To strengthen the outreach of the summer workshops for those who were unable to attend, the Department has contracted with the Boise State Writing Project to create three discrete but interlocking modules complete with goals, strategies, resources, audio, video clips, and detailed notes for trainers. These asynchronous resources – Workshops in a Box– are for districts to use as best fits their local plans to provide weekly or monthly professional development to staff, extending the reach of the face to face meetings. The Department has plans to continue its partnership with the Writing Projects into 2015, particularly in the area of literacy across the curriculum with a focus on science and social studies and in support for SWD and ELL.

- Technology Integration: The Department, the Doceo Center for Innovation and Learning, the University of Idaho, and the Northwest Inland Writing Project are partnering to provide College and Career Readiness Standards training integrated with technological integration and insight into the College and Career Readiness Standards that address technology. As the College and Career Readiness Standards ask that students use digital resources strategically to research, create and present in written and oral form, this is a vital link to the standards and to the effort to link the K-12 to higher education. This work involves an intense two week face to face session, followed by a number of check-in visits during the school year with specific deliverables at each stage, and with deeper learning expectations throughout the year.

- Implementation of WIDA Standards: ISDE continues to provide the professional development required by the WIDA (World-Class Instructional Design in Assessment) Consortia to ensure the State provides the necessary training for all teachers as they begin teaching and assessing based on the new English Language Development (ELD) Standards in the spring of 2015.

- New Alternate Assessments go online in spring 2015: ISDE will use NCSC professional

development, curriculum, instruction and assessment resources and tools and provide required feedback on usability and outcomes. ISDE will collect input from cohorts/districts for alternate assessment decisions in Idaho.

- RTI: The ISDE will continue to invest in building the expertise of all school staff through the Math Centers and the College and Career Readiness Standards Coach Network/ELA/Literacy in order to support quality Tier1 instruction. This includes special attention to alternate approaches [differentiated instruction] in order to provide all students access to regular core curriculum.

- Smarter Balanced Assessment Training-Using the Balanced system: The first summative assessment will take place in the spring of 2015 using the assessments developed through the Smarter Balanced Assessment Consortium (SBAC). Formative assessment tools that teachers can use throughout the school year have been available since June 2014.

- Superintendents who serve a high percentage of at-risk students receive first priority to join the Idaho Superintendents' Network (ISN). Membership is limited based on funding. The group meets face-to-face four times a year. Topics for discussion have included improved outcomes for students, developing a sense of purpose, working with stakeholders, district central offices and learning improvements, creating and supporting district and building-level leaders, and analyzing teaching and learning through data. ISDE's Content Team is regularly consulted by the Superintendents' Network staff to ensure College and Career Readiness Standards are incorporated into the discussions regarding how these key leaders must plan and prepare for implementation. Please refer to http://www.sde.idaho.gov/site/ssos/suptNetworkofSupport/.

- The Principal Academy of Leadership (PALs) has been replaced by the Network of Innovative School Leaders at http://www.sde.idaho.gov/site/ssos/NISL.htm.

Because NISL is funded under the Title I-A Statewide System of Support, principals are selected based on their schools' improvement status and whether the school receives Title I-A funds. They meet four times a year in addition to conference calls and regional working sessions. New participants will be selected based on the placement of the school in the new accountability structure proposed in Idaho's ESEA Flexibility application. Priority will be given to those in the lowest-performing schools.

- Advanced Opportunities: Idaho has significantly expanded the access to advanced opportunities for all students attending Idaho's public high schools. First, the Idaho State Board of Education and Idaho Legislature approved new graduation requirements in 2007 for the Class of 2013.[2] This was intended to ensure that high school graduates are better prepared for postsecondary education.

  Under these new requirements, students must take three years of mathematics, three years

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[2] Idaho's new high school graduation requirements are available online at http://adm.idaho.gov/adminrules/rules/idapa08/0203.pdf under IDAPA 08.02.03 104, 105, and 106.

of science, and a college entrance examination. School districts and public charter schools must offer high school students at least one advanced opportunity, such as dual credit, Advanced Placement, Tech Prep, or International Baccalaureate.

The current programs, their descriptions, and their activities can be found at http://www.sde.idaho.gov/site/advancedOpp/.

ISDE continues to work with the Idaho State Board of Education ("State Board") and Idaho's institutions of higher education (IHEs) to improve the preparation programs for classroom teachers and principals to ensure they have the skills and knowledge necessary to prepare all students to meet college- and career-ready standards.

ISDE and State Board staff first worked to align teacher preparation programs to the College and Career Readiness Standards in 2011 and continues to do so.

The ISDE is working with institutions of higher education and other teacher preparation programs to explain the changes in the teacher preparation program approval process and how they can best meet these new requirements. (For more on IDAPA 08.02.02.100, see http://adminrules.idaho.gov/rules/current/08/0202.pdf.)

Under the rule change, the ISDE would redesign the approval process for teacher preparation programs to ensure Colleges of Education and other preparation programs are producing candidates who have the skills and knowledge necessary to effectively teach the College and Career Readiness Standards to all students, including English language learners, students with disabilities and low-achieving students.
The rule change provides the State Board more oversight of the teacher preparation approval process through focused reviews of preparation programs aligned to State-specific, core teaching requirements. Teacher preparation programs must demonstrate they are meeting these goals no later than 2014-15 in order to receive approval.

The State will measure the effectiveness of teacher preparation programs.

Focused reviews will be conducted in person. The State reviews of the preparation programs will be conducted every third year to specifically monitor candidate performance data in the following areas:

- Integration of appropriate educational technology into lesson plans and curriculum.

- Evidence of candidate knowledge and skill related to College and Career Readiness Standards in mathematics instruction. ISDE is developing the framework for this evaluation, but it will include the components of the Mathematical Thinking for Instruction course for elementary school teachers, application of statistics for secondary school teachers and pre-service standards aligned to the College and Career Readiness Standards. ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the College and Career Readiness Standards.

- The State promoted Total Instructional Alignment (TIA), another recognized professional development strategy to successfully "unpack" the College and Career Readiness Standards into teachable objects. The lead to the development of unit plans focused on integrating the College and Career Readiness Standards into classroom instruction. The resulting unit plans are warehoused on local instructional management systems.

- Evidence of candidate knowledge and skill related to College and Career Readiness Standards in English language arts instruction. ISDE is developing the framework for this evaluation, but it will include pre-service standards aligned to the College and Career Readiness Standards as well as competencies specifically addressing the needs of English language learners and students with disabilities.

- The ISDE currently is working with groups of teachers, school administrators, and higher education faculty to develop the pre-service standards aligned to the College and Career Readiness Standards. The State is also using the TIA methodology for this work.

- Evidence of growth through clinical practice culminating in a professional development plan for the beginning teacher. Supervision of clinical practice will be aligned with the Idaho Statewide Framework for Teacher Performance Evaluations, based on the Charlotte Danielson Framework for Teaching.

Through this alignment, the State will support a continuum of growth beginning in pre-service and provide a consistent construct for supporting teachers in their development towards becoming highly effective practitioners.

Idaho has made significant progress in aligning the standards in the Colleges of Education and other teacher preparation programs to the College and Career Readiness Standards through the statewide Idaho Math Initiative. The Idaho Math Initiative has been described above in considerable detail.

The ISDE and Idaho State Board of Education are now beginning to address necessary changes to administrator preparation programs that will make sure all principals recognize their roles as instructional leaders who have the skills and knowledge necessary to prepare all students to meet the College and Career Readiness Standards.

Currently, under Idaho Code and Idaho Administrative Rule, the State does not have authority over principal preparation programs. Following, are the steps the State is taking to address administrator preparation programs.

The ISDE has brought together stakeholders from across Idaho to develop a statewide framework for administrator evaluations. The ISDE conducted similar work in 2008 to create a Statewide Framework for Teacher Performance Evaluations based on the Charlotte Danielson Framework for Teaching. Under Idaho Code, Idaho's certificated staff, including administrators, must be evaluated at least annually; however, neither Code nor Administrative Rule sets standards upon which administrators will be evaluated. Therefore, evaluations vary from district

to district and school to school.

Idaho will focus all of its resources and efforts on moving to the next generation of assessments and building capacity at the local level to implement these new assessments.

The next generation of assessment includes, but is not limited to, Idaho's involvement in the Smarter Balanced Assessment Consortium (SBAC). Idaho field-tested the SBAC assessments in the 2013-2014 school year and will fully implement these assessments in the 2014-2015 school year. In addition to its work with SBAC, Idaho is developing a statewide item bank from which school districts and public charter schools can develop quality assessments at the local level that are aligned to the College and Career Readiness Standards.

In November 2010, ISDE worked with more than 50 mathematics and science teachers to create end-of-course assessments in six courses: biology, earth science, physical science, pre-algebra, algebra I, and geometry. Because of this work, each subject area now has roughly 350 items in it and one complete form of each assessment. These tools now are available to all school districts and public charter schools to be used as end-of-course tests or as benchmark or interim tests throughout the school year.

The State received a grant from the J.A. and Kathryn Albertson Foundation to deploy an instructional management system across Idaho; the ISDE also loaded assessment items into the local IMS.

The grant funding from the Albertson Foundation also is allowing ISDE to create a bank of assessment items constructed of items from other States and Idaho school districts, all of which are first aligned to the College and Career Readiness Standards. Through the timeline below, numerous Idaho teachers were invited to item alignment workshops to conduct the alignment and learn how to effectively use formative practices and interim assessments aligned to the College and Career Readiness Standards. The alignment activity also will serve as an outreach and professional development opportunity as it will significantly increase teacher understanding and awareness of the College and Career Readiness Standards.

Table 6
Timeline of Idaho Interim Assessment Item Bank

January 2015	1000 items		Idaho is providing the Smarter Balanced Interim Item Bank to all schools in Idaho, K-12.
September 2015	Approximately 4,000 additional items		Idaho will continue to provide this resource to districts free of charge.

All plans are outlined in the previous sections.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Idaho is a governing state in the Smarter Balanced Consortium. See Attachment 6 – Smarter Balanced Assessment Consortium for the Memorandum of Understanding.

PRINCIPLE 1 OVERALL REVIEW

The Idaho State Department of Education (ISDE) has built a strong plan to transition to and implement the College and Career Readiness Standards that is sound, comprehensive, and attainable within the timelines established in the above narrative. The State has demonstrated extensive plans to strengthen professional development for current classroom teachers and principals and to align teacher and principal preparation programs with College and Career Readiness Standards. ISDE also is working with the State Board to ensure the State measures the effectiveness of teacher and principal preparation programs every year and holds these programs accountable for their outcomes.

The State is making significant progress to improve its already rigorous annual statewide assessments as it transitions to College and Career Readiness Standards. Idaho is creating a consistent, comprehensive, and sustainable infrastructure that promotes quality instruction in every classroom while offering effective support to all students as they progress toward mastery of College and Career Readiness Standards.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

PRINCIPLE 2: INTRODUCTION

2014-2015 was the first year of collecting data from Idaho's achievement test (SBAC). Idaho is requesting to suspend school ratings based on our assessment administered in 2014-2015 school year, but will resume assigned school ratings based on the assessment administered in 2015-2016 school year. Idaho will provide a list of priority and focus schools by January 31, 2016.

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

Idaho's single accountability system is one that has a foundation in rewarding schools and districts for not only excellent performance but also strong growth and measures that indicate preparation for postsecondary and career readiness. Idaho's focus on building local capacity to improve achievement over the course of ESEA, has illustrated that schools can make significant progress and yet are still considered failing under a restrictive definition. Safe harbor calculations do not go far enough to illustrate the kind of growth achieved by many of these schools.

An achievement-only based system provides a disincentive for focus on seemingly unachievable goals for many students and subgroups with low achievement. Conversely, the growth measures to achievement included in Idaho's system provide a stronger focus on the possibilities for subgroups and, in turn, serve as an incentive for schools to focus on increasing subgroup performance. Idaho's plan not only addresses achievement gaps among subgroups, but also for students who may not be members of any one of the designated groups who are low achieving. Through calculations to address growth to proficiency (see Adequate Student Growth Percentile description), students who are not making growth sufficient to get to proficiency within three years or by 10th grade, whichever comes first, are identified and schools are rated accordingly.

DIFFERENTIATED RECOGNITION AND ACCOUNTABILITY

Idaho is changing to a Four Level Accountability Rating called the Fair and Equitable Accountability System with the following categories:

- Below Expectations,
- Meets Expectations,
- Exceeds Expectations,
- Exemplary.

The Idaho State Department of Education will be submitting a waiver amendment March 31, 2016 with specific details on its new accountability system.

Idaho will use achievement data from the 2014-2015 Idaho achievement test (SBAC) to identify its reward schools as of October 30, 2015 and identify the priority and focus schools by January 31, 2016.   The ISDE has submitted a renewal waiver for one year only on April 30, 2015. ISDE will be suspending its current accountability system for 2015-2016 as a part of this renewal request.

ISDE will submit a subsequent renewal in the following year with a timeline and details for a new accountability system called the Fair and Equitable Accountability System (FEAS).

Table 11
Proposed Timeline for the Fair and Equitable Accountability System

Table 11	Proposed Timeline for the Fair and Equitable Accountability System	
	Date	Timeline
April 30, 2015		-Waiver Renewal Submission
May 2015		-Set Cohort Graduation Rate (CGR) goal and targets -Bring in stakeholder groups for input on CGR and CCR assessment targets
June 2015		-Review and set achievement level percentage distributions -Finalize CGR and CCR targets through an amendment
July 2015		-Calculate biennial individual student growth -Finalize achievement level distributions for public release
August 03, 2015		-Report Card with % achievement of all and subgroups and participation
Mid-August 2015		-Present data and outcomes at Annual Superintendents' Meeting -Stakeholder input regarding AMAO/Alv10 targets/goals and achievement level goals and targets -Stakeholder input regarding identification of new Priority, Focus and Reward Schools including a system differentiating K-8, schools serving grade 12 and alternate schools
SY 2015-2016		-Stakeholder input, continued -Amendment including achievement level and AMAO/AMO goals and targets
October 30, 2015		Publically identify Reward Schools

January 31, 2016	-Publically identify new Priority and Focus Schools
February 1 - 29, 2016	-Public Comment Period for accountability system changes
March 31, 2016	-Submit a waiver amendment regarding the Fair and Equitable Accountability System to the Department of Education (ED)
June/July 2016	-Growth/Growth subgroups using annual growth
August 01, 2016	-Report Card Release and full implementation of the Fair and Equitable Accountability System
Mid-August, 2016	-Introduce new Accountability System at the Annual Superintendents Meeting

Graduation rate will be calculated using the NCES formula that is currently used by Idaho and described in the State's approved NCLB accountability workbook. See the formula below.

$$G = c_{st}^{long} = \frac{g_{st}}{g_{st} + d_{st}^{12} + d_{s(t-1)}^{11} + d_{s(t-2)}^{10} + d_{s(t-3)}^{9}}$$

Where

G	=	graduation rate.
c_{st}^{long}	=	four-year completion rate for state s at year t.
g_{st}	=	number of high school completers at year t.
d_{st}^{12}	=	number of grade 12 dropouts at year t.
$d_{s(t-1)}^{11}$	=	number of grade 11 dropouts at year t-1.
$d_{s(t-2)}^{10}$	=	number of grade 10 dropouts at year t-2.
$d_{s(t-3)}^{9}$	=	number of grade 9 dropouts at year t-3.

PARTICIPATION

All schools and districts must have at least a 95% participation rate in the State assessments for all of their students, including all subgroups.

Idaho will continue to employ the following participation rules as included in the current Accountability Workbook:

"The ninety-five percent (95%) determination is made by dividing the number of students assessed on the spring SBAC by the number of students reported on the class roster file uploaded into the Idaho System for Education Excellence (ISEE), the K-12 longitudinal data system.
1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate will be calculated by a three (3) year average of participation.
2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the SBAC if such circumstances prohibit them from participating. For groups of ten (10) or more students, absences for the state assessment may not

exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination."

SCHOOL ACCOUNTABILITY REPORT CARD

The State has historically made accountability results known at the school and district level on its website in the form of a Report Card house at http://www.sde.idaho.gov/site/reportCard/. ISDE will continue this practice. The report card has included tabs that highlight Adequate Yearly Progress (AYP), general assessment results, teacher quality, and graduation rates. The Report Card will maintain this basic structure. However, the AYP tab will be replaced for each school and district with a report that displays the following data elements and information as shown in Table 12.

The Report Card for a school includes the following tabs:
- Student achievement data based on state assessment,
  - Participation rates based on state assessments,
  - Student achievement data based on National Assessment of Education Progress (NAEP) data
- Accountability data
  - Comparison of student academic achievement levels and the state's AMOs
  - Student performance based on other academic indicators
  - Identification of focus, priority and rewards schools
- Teacher Quality data
- College-going and College credit-accumulation data.

Idaho's report card will indicate that Idaho's state average is functioning as its AMO for the 2014-2015 school year. Given 2014-2015 is the first year of administering the SBAC, the state will include the State average along with actual performance. The information will be indicated by a footnote or cover page on the report card. This meets the requirements for ESEA section 1111(h) (1) (C) (ii).

Table 12
Example of Idaho's Report Card

Report Card

State of Idaho
School Year: 2012-2013

| Assessments | AMO | AAG | Graduation Rate | Third Indicator | Teacher Quality | NAEP |

Print Version

Grade 3

Language	2011-2012					2012-2013				
	% Adv	% Prof	% Basic	% BB	% Tested	% Adv	% Prof	% Basic	% BB	% Tested
All Students	43.5 %	31.3 %	14.9 %	10.4 %	99.6 %	43.2 %	29.9 %	14.8 %	12.1 %	99.9 %
Black / African American	32.5 %	29.9 %	20.1 %	17.5 %	99.5 %	32.3 %	31.3 %	15.2 %	21.2 %	100.0 %
Asian or Pacific Islander	52.5 %	29.1 %	11.9 %	6.5 %	99.3 %	54.7 %	26.2 %	11.6 %	7.5 %	100.0 %
American Indian or Alaskan Native	19.0 %	34.2 %	22.2 %	24.7 %	98.6 %	22.2 %	22.8 %	22.8 %	32.2 %	99.7 %
Hispanic or Latino	24.9 %	34.2 %	22.3 %	18.6 %	99.2 %	24.2 %	32.6 %	22.4 %	20.8 %	99.8 %
Native Hawaiian/Other Pacific Isla	38.6 %	30.0 %	17.1 %	14.3 %	100.0 %	39.0 %	31.2 %	15.6 %	14.3 %	98.7 %
White	47.9 %	30.6 %	13.1 %	8.4 %	99.7 %	47.8 %	29.4 %	13.1 %	9.8 %	100.0 %
Two Or More Races	37.9 %	34.9 %	17.2 %	10.1 %	99.8 %	43.3 %	31.1 %	12.7 %	12.9 %	100.0 %
LEP	11.6 %	26.5 %	29.9 %	32.1 %	99.1 %	7.6 %	22.9 %	30.0 %	39.5 %	99.7 %
Not LEP	45.4 %	31.6 %	14.0 %	9.1 %	99.6 %	45.1 %	30.3 %	14.0 %	10.6 %	99.9 %
Economically Disadvantaged	34.1 %	33.1 %	18.7 %	14.2 %	99.5 %	33.3 %	31.4 %	18.5 %	16.8 %	99.9 %
Not Economically Disadvantaged	54.6 %	29.2 %	10.3 %	5.9 %	99.7 %	54.2 %	28.2 %	10.7 %	6.9 %	99.9 %
Students with Disabilities	17.1 %	22.0 %	24.4 %	36.5 %	98.8 %	17.4 %	16.9 %	23.5 %	42.1 %	99.6 %
Students without Disabilities	46.4 %	32.3 %	13.8 %	7.5 %	99.7 %	46.0 %	31.3 %	13.8 %	8.8 %	99.9 %
Migrant	14.5 %	34.4 %	29.0 %	22.0 %	98.9 %	19.5 %	31.0 %	22.5 %	27.0 %	99.0 %
Homeless	26.2 %	28.9 %	25.2 %	19.7 %	99.1 %	27.4 %	26.9 %	22.2 %	23.6 %	99.8 %
Male	39.9 %	31.3 %	16.6 %	12.2 %	99.6 %	38.5 %	30.7 %	16.3 %	14.6 %	99.9 %
Female	47.3 %	31.3 %	13.1 %	8.4 %	99.6 %	48.2 %	29.0 %	13.3 %	9.5 %	99.9 %
Math	2011-2012					2012-2013				

REWARDS AND SANCTIONS

Idaho's differentiated system of recognition, accountability and support includes:

1. Differentiated levels of rewards, sanctions, and consequences

2. Focused visits to assess local capacity and the level of progress towards implementation of the improvement plan

3. Statewide System of Support that utilizes tiered levels of intensity and state interventions.

Table 13
Rewards and Sanctions Overview – School Level

Table 13	Exemplary	Exceeds Expectations	Meets Expectations[§]	Below Expectations / Focus[**]	Below Expectations / Priority
Recognition & Rewards	Eligible for Recognition and Rewards	Eligible for Recognition	Not eligible	Not eligible	Not eligible

School improvement plan	Improvement Plan (Optional)	AMO Continuous Improvement Plan (Optional unless school misses the AMO for their At-Risk subgroup or has an achievement gap between their At-Risk subgroup and the rest of their student population greater than that obtained by the rest of Idaho's Below Expectations Schools over two consecutive years). Missing AMOs for any ESEA subgroup N>=25, must ensure an improvement plan is put into place. This plan will be monitored and administered by the district. SMART goals are written for missed AMOs and District submits assurance of SMART goals to state.	Continuous Improvement Plan addressing the ten school improvement components as identified in NCLB Sec.1116	Intervention Plan addressing the ten school improvement components as identified in NCLB Sec.1116 plus interventions	Turnaround Plan addressing the ten school improvement components as identified in NCLB Sec.1116 and incorporating the seven Turnaround Principles
Statewide System of Support Services	Optional	Optional	Optional	Participation Required	Participation Required
Professional Development Set-Aside	Optional	Optional	Optional	Required 10% of school Title I funding allocation	Required 10% of school Title I funding allocation

State Funding Alignment Requirements ††	No additional requirements	No additional requirements	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds	Must provide plan that describes aligned use of funds

RECOGNITION AND REWARDS

Exemplary Schools will be determined under Idaho's new Accountability. A school must be an Exemplary School in order to be nominated for national awards such as the National Blue Ribbon Award and Distinguished School Awards.

Both Exemplary and Exceeds Expectations schools will be publicly recognized for their achievement through ISDE's websites. Identified Distinguished schools that are Title I served are invited to share successful practices at the Title I Biennial Conference. The Statewide System of Support and Accountability departments will continue to identify Reward Schools and strengthen the plan on how to share the practices that are making them successful. A plan will be developed to gather data on interventions that are implemented and then determine ways for schools to share their expertise through multiple venues and opportunities. Schools that have not met all AMOs, with significant achievement gaps, graduation gaps or participation less than 95%, will not be identified as Reward schools.

PRIORITY AND FOCUS SCHOOLS OVERVIEW

Idaho is placing an emphasis on the accountability and support systems necessary for Below Expectations Schools (Priority and Focus Schools). The tables provided above for the Rewards and Sanctions Overview designation schools in the and Below Expectations categories based on entrance and exit criteria. An improvement plan and associated requirements are the expectations for the Below Expectations Schools (i.e., Priority Schools). The improvement plan and associated requirements are to be implemented in Below Expectations Schools (i.e., Focus Schools). Chart 1 this page depicts the relationship between the accountability requirements and support mechanisms available to Priority and Focus Schools.

Reward Definition: Highest performing school and/or High-progress school.

Focus Definition: A Focus school has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest –achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate. These schools have a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school.

Priority Definition: A Priority school is a school among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group. Title I participating of Tile I eligible high school with graduation rate less than 60% over a number of years. Tier I or Tier II SIG school implementing a school intervention model.

Definitions for schools that meet "exceed expectations" and "meets expectations" will be defined when Idaho submits its waiver amendment March 31, 2016.

Professional Development Set-Aside

School
- School Improvement Plan
- Turnaround Model
* Must address 7 Turnaround principles

State Funding Alignment Plan

Statewide System of Support
Idaho Leads Project, IBC, Idaho Superintendent's Network, Idaho Principals Network, RTI/MTSS, Family and Community Engagement

LEA
Support of School, School Turnaround Model, Local Peer Review

SEA
- Annual Instructional Core Focus Visit
- Ongoing Technical Assitance
- Review of Improvement Plans
- Intensive Monitoring
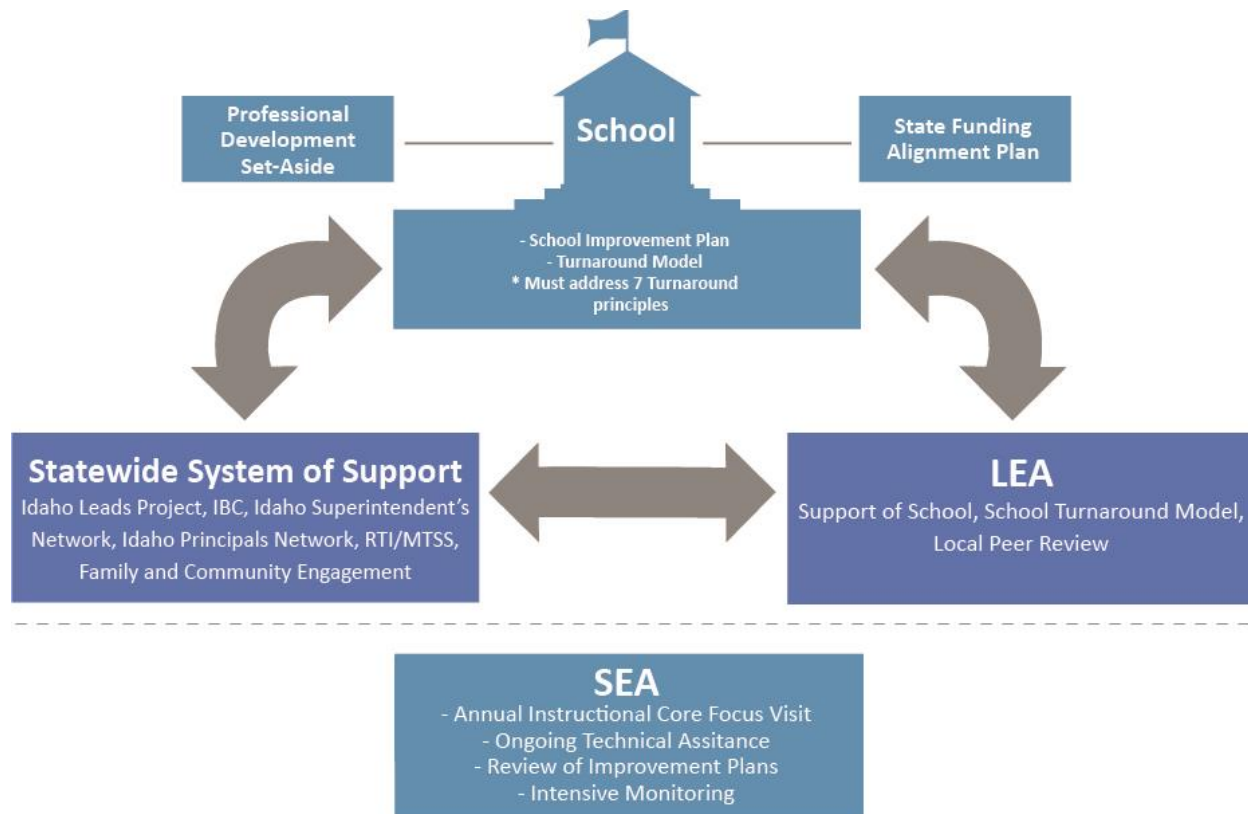
School Improvement Planning

All Idaho school districts will be required to generate, implement, and evaluate their school improvement plans based on the new Fair and Equitable accountability System that will be submitted to the Department of Education March 31, 2016.   This system will includes achievement, growth, post-secondary and career readiness, and social/emotional climate. The plans must address the Title I required school improvement plan components. Additionally, the plans must identify school and district specific AMOs germane to the needs of their subgroups, cultural, and environment factors, etc. Over the course of the one-year renewal request schools and districts will collect data on how well or not the AMOs are being achieved. The renewal request is specifically asking for one-year suspension of the current accountability system. Reward schools will be identified by October 30, 2015. Priority and Focus schools will be identified by January 31, 2016. ISDE will resume school ratings following the spring 2016 state achievement test.

AMO Continuous Improvement Plan (Exceeds Expectations)

The AMO Continuous Plan is designed for schools to address their AMO deficiency through documentation which is submitted to the district for approval.

LEAs must have a formal process in place articulating how the AMO Continuous Improvement Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

Continuous Improvement Plan (Meets Expectations)

The Continuous Improvement Plan will address the ten school improvement components as identified in NCLB Sec.1116.

LEAs must have a formal process in place articulating how the Continuous Improvement Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

Intervention Plan (Below Expectations/Focus)

The Intervention Plan will address the ten school improvement components as identified in NCLB Sec.1116 and incorporate appropriate interventions.

LEAs must have a formal process in place articulating how the Intervention Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

Turnaround Plan (Below Expectations/Priority)

The Turnaround Plan will address the ten school improvement components as identified in NCLB Sec.1116 and incorporate the seven Turnaround Principles.

LEAs must have a formal process in place articulating how the Turnaround Plan will be supported. The LEA process must include a review of the plan, feedback and approval as well as support for the implementation.

STATEWIDE SYSTEM OF SUPPORT

The Statewide System of Support (SSOS) team works to find solutions to local issues and pulls from a variety of resources, programs and strategies to build the capacity of schools and districts for sustainable improvement.

The Statewide System of Support team oversees the implementation of the following services directly:

- ✓ Idaho Building Capacity Project
- ✓ Idaho Principals Network
- ✓ Superintendents Network of Support
- ✓ Response to Intervention/Multi-Tiered System of Support
- ✓ Family and Community Engagement
- ✓ Instructional Core Focus Visits
- ✓ Educator Effectiveness

✓ Improvement Planning Supports – Local Peer Review

The Statewide System of Support (SSOS) is funded, as appropriate, through the state administrative set-aside for 1003(a) and 1003(g) funds. Services, such as those identified above, are provided directly to schools, when requested by the LEA as an optional part of the 1003(a) or 1003(g) funding competitions. School Improvement Grant funds through section 1003(g) are governed by the approved state applications on file for each fiscal year with the U.S. Department of Education. School Improvement funds through section 1003(a) are managed according to the waiver and amendment plan submitted to the U.S. Department of Education which is provided in Attachment 32 (Idaho ESEA Flexibility Waiver and Amendment Request for 1003a Funds).

Idaho Building Capacity Project -- The Idaho Building Capacity (IBC) Project, began in 2008, is a cornerstone of Idaho's Statewide System of Support for Idaho schools and districts that are in need of substantial improvement. Cultivation of leadership in rural and remote areas within Idaho is a key focus. The State partners with Boise State University, Idaho State University, and the University of Idaho to serve more than 10 percent of all schools, more than 30 percent of schools in improvement status, and more than 30 percent of the districts in the State. ISDE has delivered this assistance to more than 60 schools in more than 40 districts each year throughout every region of the State. Under the Idaho Accountability Plan, this project has the capacity to serve more than just the lowest performing 15 percent, but will target, prioritize Below Expectations and Focus schools.

The IBC project hires highly distinguished educators trained by the State to assist school and district leaders. Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network. CBs coach leaders and leadership teams through the tasks of improvement with monthly training and assist in promoting alignment among the various parts within the school or district system. Capacity Builders are provided with a toolkit of school improvement resources, and, in partnership with school and district leaders, help create and implement a customized school improvement plan.

Idaho Principals Network -- The Idaho **Principals Network** IPN project was developed by ISDE to support the work of building level administration in improving outcomes for all students by focusing on the quality of instruction. IPN is a professional learning community structured for building level administration to provide a learning environment focused on increasing the effectiveness to the Instructional Core. Principals participate in a balance of content, professional conversation, and collegial instructional rounds related directly to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core.

Strands of study include activities such as:

- Evaluating Leadership Frameworks and Turnaround Leadership Competencies.
- Supporting Instructional Rounds and Classroom Observations.
- Implementing personal professional growth plans based on self-evaluations.
- Networking with collegial conversation, collaboration and relationship building.

IPN serves as a resource for principals in Turnaround Plan schools in order to support and build their capacity in specific aspects of leadership. Whereas participation in IBC requires a three-year commitment to developing the leader and leadership team capacity for improvement in a school related to the specific context of the school's needs, IPN provides training unique to the principal regarding higher level perspectives on leadership.

Superintendents Network of Support -- The Idaho Superintendents Network of Support project was developed by the ISDE in partnership with Boise State University's Center for School Improvement and Policy Studies. The purpose of this project is to support the work of district leaders in improving outcomes for all students by focusing on the quality of instruction.

The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning. They support each other as they bring about change and collectively brainstorm obstacles that may prevent improvement in the quality of the instruction in their districts. ISDE acts as a resource and provides the necessary research, experts, and planning to bring superintendents from across the State together to discuss self-identified issues.

Topics for discussion include:

- Improved Outcomes for Students
- Working with Stakeholders
- Transforming District Central Offices for Learning Improvements
- Creating and Supporting District and Building Level Leaders
- Analyzing Teaching and Learning through Data
- Balancing Political Forces
- Value, Ethics and Beliefs: Moral Purpose of Leadership

The Superintendents Network of Support also serves as a resource for superintendents in districts with schools that are in the Priority, Focus Schools and Meets Expectations status in order to support and build their capacity in specific aspects of leadership.

Response to Intervention/Multi-Tiered System of Support -- Response to Intervention (RTI/Multi-Tiered System of Support (MTSS) is a framework originally advocated by the National Association of State Directors of Special Education. RTI is a systemic approach that schools can use to better meet the needs of all learners, but it is also well suited for students with disabilities who have a Specific Learning Disability (SLD).

Idaho has intentionally increased use of RTI as a framework for continuous school improvement. RTI integrates assessment, intervention, and curriculum planning responsive to student data within a multi-level prevention system in order to maximize achievement for all students. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor students' learning progress, provide evidence-based interventions depending on a student's responsiveness, and identify students with learning or other disabilities, as defined by State law. Additionally, schools use the data gained to determine the effectiveness of intervention and core program instructional practices. Therefore, the feedback loop is able to be completed at all levels within a

school: individual students, small intervention groups, whole class performance, whole grade level performance, and whole school performance.

In addition to the historical development of RTI, in the past six years Idaho has partnered with the National Center on Response to Intervention (NCRTI) to fine–tune and scale up implementation of RTI practices as part of our Statewide System of Support.

NCRTI has helped the State to further refine its working definition of RTI in a way that can apply to all schools and districts and within all subject areas, as opposed to just with the early implementation in the area of elementary literacy. Work with NCRTI has also helped the State explicitly tie the essential components of RTI into its larger school improvement model tools and framework: the state approved school improvement plan and the Nine Characteristics of High Performing Schools. The four essential components of RTI match up with general school improvement and aspects of the ESEA Turnaround Principles very well:

- A school-wide, multi-tiered instructional and behavioral system for preventing student failure.
- Screening.
- Progress Monitoring.
- Data-based decision-making for instruction, movement within the multi-tiered prevention system, and identification of disabilities in accordance with State law.

The essential components of RTI and the Statewide System of Support components are tightly connected within Idaho's system (More on Idaho's RTI process is online at http://www.sde.idaho.gov/site/rti/.)

Family and Community Engagement -- ISDE has built a system to engage parents within the improvement process as well. The Family and Community Engagement Coordinator identifies, plans, and implements methods that would support district leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement.

Idaho has partnered with the Academic Development Institute (ADI), the parent organization for the Center on Innovation and Improvement (CII), to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices.

The resulting outcome is a set of recommendations that can be embedded in the school's improvement plan.

As described on the FET website (www.families-schools.org/FETindex.htm), the tool provides:

- A structured process for school teams working to strengthen family engagement through the school improvement plan.
- Purposeful family engagement that is linked to student learning.
- Rubrics for improving district and school family engagement policies, the home-school compact, and other policies connected to family engagement.

- Documentation of the school's work for the district and State.
- A reservoir of family engagement resource for use by the school.

Instructional Core Focus Visit -- To determine existing capacity, the State uses the Focus Visit process. Focus Visits collects evidence of practices associated with substantial school improvement. Data are collected by an external team of reviewers with expertise in the characteristics of effective schools. The external team observes 100 percent of the teachers, including teachers of special populations. Observational data are collected for a sub-set of the indicators that coincide with our statewide teacher evaluation. A protocol linked to indicators of successful schools is used to interview individuals (at least 60 percent of the certified teaching staff and all administrators) and identify recurring themes. Focus groups are conducted in each school for parents, students, non-certified staff (e.g., cooks, custodians, paraprofessionals), and teachers. All data are then analyzed and triangulated to describe the practices of the system. Resulting recommendations are made to district leadership regarding appropriate next steps, especially in the area of leadership capacity and the turnaround principles. Focus Visits occur once a year for three years to maintain a balance of positive support and pressure and to help determine further state supports and/or interventions. Since the protocol is linked to the state approved school improvement plan, recommendations directly tie back to school and district improvement plans and processes, which enhance ongoing assistance efforts. Recommendations will also include connections to programs, technical assistance, and training opportunities that match the needs of the school or district. Table 14 illustrates some examples of opportunities the state can recommend under four key areas of the system.

Table 14
Sample Support, Technical Assistance, and Training Opportunities

Teachers and Leaders
- State training for teacher and administrator evaluation.   - Enroll in the Idaho Principals Network.   - Enroll in the Superintendents Network of Support.   - Enroll in the Idaho Building Capacity Project.   - Technical assistance on the alignment of State funds with turnaround principles.
Instructional and Support Strategies
- Enroll school leadership in RTI training opportunities.   - Provide a Mathematical Thinking for Instruction (MTI) course to the school to align it with the Idaho Math Initiative and/or follow up visits from Regional Mathematics Specialists.   - Training on the Common Core State Standards and technical assistance with how to align curriculum, instruction, and assessment practices.   - Training in the State's instructional management system as a support for data utilization and curricular planning.   - Technical assistance with ELL program design, training on the new WIDA standards, and technical assistance on aligning WIDA standards with RTI practices.

• Targeted training to the school or district regarding the Smarter Balanced Consortium Assessments.
Learning Time and Support
• Technical assistance on how to redesign the school day using extended learning and/or other opportunities (e.g., 21st Century Community Learning Centers). • Access to and support with the Family Engagement Tool (FET). • Technical assistance in the inclusion of families and the community in the school improvement planning and implementation process. • School or district-wide training on Positive Behavior Intervention Supports (PBIS).
Governance
• Technical assistance in the design of governance policies and practices. • Recommendations about capacity of school and/or district leadership resulting from Instructional Core Focus Visits. • Technical assistance in the alignment of State funds (e.g., technology funds, dual credit, pay-for-performance, etc.) with turnaround principles and the policies necessary to ensure their success.

In addition to the system-wide recommendations that can be made, Focus Visits provide a diagnostic review which gives district leadership the information necessary to meet the first turnaround principle (providing strong, effective leadership). From the initial Focus Visit, the district and the SEA will have sufficient information to determine whether the principal should be replaced or has sufficient capacity. This must be reflected in the school's Turnaround Plan.

The Focus Visit provides a depth and breadth of information about district leadership capacity as well. This assists with the State's determinations about the potential need for changes in district leadership, and the degree to which intervention from the state is required. Due to the complexities of local control, special consideration is given to the needs of district leadership. At times, districts are in need of improvement due to governance issues that can be changed through coaching of the superintendent and cabinet level staff. For this, the State will utilize support mechanisms to provide coaching. In other contexts, district leaders (e.g., superintendents or cabinet staff) may not have the capacity or may be unresponsive to external support. In this situation, the State will work directly with the local board of trustees to make recommendations regarding staffing. Recommendations may be paired with positive or negative incentives for change, such as providing extra grant funding to solve specific concerns or withholding funding until conditions are met. In rare cases, district leaders have sufficient capacity and are responsive to supports, but they are restrained by decision making and policies of the local school board.

In severe circumstances, the State will work directly with the community to inform stakeholders about the needs of their district since only the local community can facilitate a change in trustee membership.

Under these conditions, the State reserves the right to withhold any or all federal funding for use in providing services directly to the students, families, and community of that school district in a manner that will ultimately result in turning around the performance of the district.

Such services may include, but are not limited to:
- Contracting services, such as before and after school tutoring for students
- Providing transportation of students to other school districts
- Enrolling students in a virtual charter school and redirecting funds to that school
- Reserving a percentage of funds for the State to conduct public meetings, provide public notices, and work with the public to make necessary decisions about yearly school board elections

Educator Effectiveness - Educator Effectiveness is a system that provides districts with standards, tools, resources and support to increase teacher and principal effectiveness in order to increase student achievement. The Educator Effectiveness Coordinator is an experienced master practitioner and administrator who performs professional work and coordinates the statewide implementation of educator effectiveness policies by integrating those policies and resources within the larger theory of action of the Statewide System of Support. The essential functions that support the Statewide System of Support are:

- Provides statewide leadership regarding the use of educator observation and evaluation practices as a component of continuous school and district improvement.
- Researches recent and effective educational strategies and interventions and aligns them with Statewide System of Support practices and procedures in order to provide effective and sustainable support to school and district leadership teams.
- Works directly with school and district leadership teams to identify areas of strength and concerns and to develop and implement school/district improvement plans that integrate educator observation and evaluation practices with resources, strategies, assessments, and evaluation procedures that will adequately address the needs of all learners.

School Improvement Planning Supports: Local Peer Review -- ISDE supports the development of school and district leadership capacity through a State and local improvement plan review process that builds a common vision. The State expects districts to be the first line of support for the lowest performing schools and provides training to district leadership teams to fulfill this role. The State has developed a common language regarding the characteristics of effective schools that is designed into the improvement planning processes.

When school-level plans are required, the State expects districts to provide technical assistance at every point prior to submission of the plan to the State.

Graduation Rate Considerations: Graduation rates for all students are an essential element of the Fair and Equitable Accountability System which drives decisions about what schools and districts are required to do. For districts and schools that must submit and implement improvement plans, graduation rates will be included in the diagnostic review process and self-assessments that districts and schools do as part of the planning process. The improvement planning process will require leadership teams to identify areas in the performance framework

(e.g., graduation rates) that are low and then develop SMART goals that are matched to the demonstrated areas of need. Those SMART goals then become a foundation for thinking about the school improvement plan overall for whichever version the district or school is required to submit (i.e., AMO Continuous Improvement, Continuous Improvement, Intervention or Turnaround Plans).

Additionally, during the Focus Visit for Priority schools, the State Support Team utilizes the data from the Fair and Equitable Accountability System as part of the analysis process. If a school has graduation rates that are low, the Focus Visit will take that into consideration in relation to the recommendations that are made.

If graduation rates are in need of improvement, the school will include goals in their improvement plan to address the graduation rate.

STATE FUNDING ALIGNMENT

For schools that are in the Meets Expectations Category, Idaho requires a school improvement plan to be submitted that is aligned with the improvement requirements listed below. Specifically, the funds which must be aligned are:

- **Leadership Awards**: Since 2011, Idaho teachers have had at least a portion of their pay tied to performance. Now, Idaho is currently working to transition to a Career Ladder Compensation Model. The first component of the Career Ladder is Leadership Awards. The Idaho Legislature approved Leadership Awards for the FY2015 Public Schools Budget, or 2014-2015 school year.

- **Technology funds:** The 2015 Idaho Legislature approved a new, ongoing funding allocation for technology.

- **Dual Credit**: Starting in 2011 and continuing into the current year, Idaho has expanded the advanced opportunities it provides to high school students across the state.

- **Teacher and Administrator Evaluations**: Teacher and administrator performance evaluations in Idaho require a strong tie to student performance metrics (at least 33%).

ENSURING SUFFICIENCY OF FUNDS IN PRIORITY AND FOCUS SCHOOLS (TITLE I SET-ASIDE)

Idaho ensures allocation of funds under section 1003(a) to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, as defined in Idaho's ESEA Flexibility Waiver.

After Priority and Focus Schools have sufficient funds to carry out interventions, Idaho ensures that remaining 1003(a) funds are allocated to LEAs to provide interventions and supports for low-achieving students in other Title I schools, when one or more subgroups is missing either AMOs or graduation rate targets, or both over a number of years. Idaho continues to require a

10% Title 1 set aside at the school level for professional development for all Priority and Focus Schools.

OTHER STATE FACTORS THAT SUPPORT IMPROVEMENT

In addition to the work and experiences described above, Idaho has developed other tools that are intended to support the academic achievement of specific student groups.

1. $5,000,000 is allocated annually to provide remediation services for students who have not scored proficient on the ESEA accountability assessment. These funds are provided as an incentive to support school districts in their improvement efforts in that the distribution is conditioned on a match of at least one dollar in local expenditures for every two dollars in distributed State funding.

2. Another remediation program has been institutionalized providing early intervention for students in grades K-3 who are highly at risk of failing to master intended reading skills. The State has historically allocated approximately $2 million for this purpose to provide supplemental reading instruction.

3. Additionally, ISDE has partnered with the University of Idaho's Center on Disabilities and Human Development to create the Idaho Assistive Technology Project (IATP). This project provides training and support Statewide concerning Universal Design for Learning (UDL) as it relates to lesson design and assistive technologies.

In addition to incorporating differentiated support mechanisms into the Statewide System of Support, the above are intended to document some of the more significant initiatives and projects Idaho has put into place to address the unique needs of students who are low-achieving or otherwise at risk of educational failure.

Idaho's educational system provides for incentives aimed at encouraging and rewarding schools closing achievement gaps that may exist among and between groups of students. The system includes a mix of incentives intended to stimulate substantial and continuous improvement.

Idaho's Statewide System of Support has been designed to help schools and teachers close achievement gaps that may exist between various student groups. As described in Section 2.A., the system provides for multiple support mechanisms.

The data on student performance and growth that drive identification for Focus, Priority, and Rewards schools include definitive information concerning the achievement and growth of all students including those with disabilities, English language learners, and those who are low-achieving.

In Idaho, schools in the Exemplary category are afforded more flexibility in relation to planning, use of discretionary funds, and participation in support activities. This serves as a positive incentive for schools to continue their improvement efforts.

Lastly, Idaho has chosen to lower the minimum number (N) for making accountability determinations regarding the achievement status of various student groups. Previously, N>=34 was the threshold. The public reporting threshold has been N>=10. ISDE will now make accountability determinations for all student, all ESEA subgroups and the At-Risk Subgroup meeting N>=25. This lowering of the threshold will serve to highlight achievement gaps that may have previously been masked by low N counts.

The Response to Intervention (RTI) framework is an integral part of Idaho's efforts to meet the educational needs of all learners, including English language learners and students with disabilities. Idaho's Statewide System of Support embeds the RTI conceptual framework into virtually every program and makes explicit connections to school improvement planning. Schools and districts can plan for RTI while simultaneously planning for school improvement.

Using the RTI framework as part of our Statewide System of Support, ISDE works to ensure solid instruction in the core academic program for all students (Tier I), intervention and prevention support for those who need it (Tier II), and intensive support for those who are most in need (Tier III).

The State differentiates its support accordingly to assist schools and districts to meet the needs of English Language Learners (ELLs). As with students with disabilities, the State's support programs provide training and coaching for how to meet the needs of all learners, starting with core instruction (Tier I). However, many ELLs need two types of Tier II intervention—one that is academically focused and one that is linguistically focused. ISDE has provided tools, resources, and guidance in these areas.

Similar to what has already been described above, the State's support programs broker resources to ensure that schools and districts are matched with the supports they need. For example, if a Capacity Builder is working with local leadership and identifies a need to improve outcomes for ELLs, the Capacity Builder would connect the school or district to training opportunities and external expertise available from ISDE or institutions of higher education.

The state's Title III Coordinator participates in focus visits and other professional development to assist a school that is struggling with meeting the needs of ELL's.

For students with disabilities (SWDs), ISDE provides training and coaching regarding how to best support these students. The ISDE makes sure schools and districts have the support and expertise they need to best meet the needs of their students. For example, if a school in the Below Expectations category needs support with SWDs, the Idaho Building Capacity Project targets Capacity Builders whose area of expertise is in Special Education for that school.

Or, for example, if training in such things as secondary transitions, identification of specific learning disabilities, or supporting the instructional needs of students with significant cognitive impairments is needed, schools are connected with experts at ISDE or institutions of higher education who can provide that training.

ISDE has determined the data analysis procedures and performance framework necessary to identify and implement the rewards and sanctions for schools and districts beginning in 2012-13. While the procedures for the identification of schools that are persistently low-performing will be new for the 2015-16 school year, the interventions and Statewide System of Support activities that will take place are built on existing programs and processes that have previously been successful in Idaho, such as the work done with the School Improvement Grant (SIG). These programs and processes will require only minor modifications, in most cases, and all of them have been in place since 2014-2015 school year.

2. A. Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☒ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B   SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASUREABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least English language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☒ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010-2011 school year in English language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

ANNUAL MEASURABLE OBJECTIVES:

AMOs in general are imbedded in Idaho's system within each of the metrics in the matrix as well as for the overall performance of schools and districts as part of the new Fair and Equitable Accountability System that will be submitted to the Department of Education March 31, 2016. The Fair and Equitable Accountability System is a compensatory framework that serves as the primary process for making school improvement determinations. Idaho has established specific Annual Measurable Objectives (AMOs) to complement the Fair and Equitable Accountability System and ensure that schools are progressing.

Idaho will be setting new AMOs after the spring 2016 assessment data is available. For 2014-2015, Idaho is using its State averages for the AMOs.

Special Rule – Safe Harbor:
A school that is performing at some distance from the AMO target presumably is at a disadvantage in terms of the scope and magnitude of the achievement gap it must close. Theoretically, it may be making strong gains in achievement, while still not attaining the set AMOs. Therefore, Idaho will employ a "Safe Harbor" rule in the calculation of AMOs. Safe Harbor permits a school to be considered to have met the AMO for any given year if it (a) performs at or above the AMO target or (b) if it decreases the number of students performing below the proficient level by 10 percentage points in the current year compared to the previous year. The latter (option b) is Safe Harbor and is indicated by an annual performance increase of 10 percent more of the students in any given subgroup performing at the proficient or advanced level when compared to the previous school year. For example, if a the target is 94%, and if a school is performing at 70% proficient/advanced in the previous year, and if the school attains 81% proficient/advanced in the current year, then the Safe Harbor rule will show that the AMO was met through Safe Harbor. The AMO will not count against the school.

Other Considerations for AMOs:
The school and district report card will include all required ESEA subgroups (e.g., all students, all ethnicity groups, students with limited English proficiency, students who are economically disadvantaged, and students with disabilities. Idaho will be setting new AMOs after the spring 2016 assessment data is available. For 2014-2015, Idaho is using its State averages for the AMOs.

Schools that do not meet the AMOs will be the schools in improvement. These schools will be expected to develop strategies within their improvement plans that specifically address how to meet the academic needs for any subgroups for which the AMO was missed.

Other Measurable Objectives:
The rating system has objectives that are implicit to its design and which are in addition to the required ESEA AMOs. They provide points to schools based on achievement on state tests, growth for all students on state tests, growth for at-risk students on state tests, and other post-secondary readiness metrics. Going forward, Idaho may request to adjust specific AMO targets provided above as well as the implicit objectives within the Fair and Equitable Accountability System when three years of data has been captured and when the new Smarter Balanced

assessments are administered. Given that the Idaho statewide longitudinal data system has been in existence just 2 years, a longitudinal comparison is not possible at this time. Also, some metrics, such as college entrance/placement exams were given for the first time in 2012 and so longitudinal data is not available. Therefore, all metrics that were available were set based on a 2010-11 data and current Idaho State Board of Education strategic goals. It is clear that longitudinal performance provides a more complete picture and will allow the State to set targets that more accurately reflect higher standards. The following explains how the implicit objectives within the rating system function.

Achievement: ISDE initially set the bar for excellence at a high threshold. In 2010-2011, a total of 511 schools had at least 84% of their students as proficient or advanced in reading, 139 in language usage and 290 in mathematics. A total of 6 schools received all points possible for proficiency distribution as illustrated in
Table 15.

Table 15
2010-2011 Proficiency Distribution of Schools and Districts

Points	Percent Proficient and Advanced in Reading	Schools (N=622)
5	95% - 100%	88
4	84% - 94%	423
3	65% - 83%	100
2	41% - 64%	11
1	≤40%	-

Points	Percent Proficient and Advanced in Math	Schools (N=622)
5	95% - 100%	26
4	84% - 94%	264
3	65% - 83%	290
2	41% - 64%	32
1	≤ 40%	10

Points	Percent Proficient and Advanced in Language Usage	Schools (N=616)
5	95% - 100%	4
4	84% - 94%	135
3	65% - 83%	400
2	41% - 64%	67
1	≤ 40%	14

Growth to Achievement: The Idaho Growth Model was newly introduced to the State during 2011. Calculations for the **normative growth elements** have been made and Student Growth Reports have been distributed to schools and districts. The Median Student Growth Percentiles (SGP) is a normative measure; therefore, a normative distribution is the outcome. In other words, the total median growth of schools is relative to the growth by other schools with similarly performing students in the State. However, the Adequate Student Growth Percentile (AGP) is a **criterion referenced growth target** that is relative to the proficiency target and the performance of each student. The necessary growth for each student is then combined for a median AGP.

The Growth to Achievement metric sets goals high for all schools. Schools with a high percentage of students who are already proficient are still expected to make growth. The targets for schools not making the median growth percentile are higher than for those schools that are already have high achievement. Yet, the Growth to Achievement metric still allows the State to

place a strong emphasis on growth for all students within the accountability system. Idaho has adapted and is using the Student Growth Percentiles and growth formula first adopted and implemented by Colorado, and strongly researched by both, the SGP author, Damian Betebenner, and Colorado's team. Idaho's adaptation includes use of the foundations of Colorado's model and Adequate Student Growth Percentile (AGP) formulas for this metric as well as for Growth to Achievement Gaps metric.

Schools will be evaluated on whether the Median Student Growth Percentile (SGP) was greater than the Median Adequate Growth Percentile (AGP, considered adequate growth to get to the target within three years or by 10th grade). Schools with a SGP greater than the calculated AGP will follow one trajectory while those schools that have shown a lesser AGP than the SGP will have a steeper trajectory.

Adequate Growth Flowchart

Illustrated in Table 16 is the 2010-11 Growth to Achievement point distribution among Idaho schools. Clearly, this metric will present a challenge for most Idaho schools to get to the highest point distributions with only 5% of schools that met AGP also having SGP growth high enough to earn 5 points in each subject.

Table 16
2010-2011 Growth to Achievement Point Distribution

Subject	Met AGP		Did not meet AGP	
Total Possible Points	Schools	Districts	Schools	Districts
Reading	(*N=576*)	(*N=132*)	(*N=8*)	(*N=1*)
5	13	2	-	-
4	225	48	-	-
3	266	72	-	-
2	72	10	1	-
1	-	-	7	1
Mathematics	(*N=525*)	(*N=125*)	(*N=58*)	(*N=8*)
5	41	3	-	-
4	216	50	-	-
3	189	58	1	-
2	79	14	26	5
1	-	-	31	3
Language Usage	(*N=525*)	(*N=125*)	(*N=55*)	(*N=8*)
5	20	-	-	-

4	217	45	-	-
3	239	74	1	-
2	49	6	30	4
1	-	-	24	4

Growth to Achievement Gaps: Growth to Achievement Gaps calculations are made identically to the Growth to Achievement metric except that it is also done for each subgroup performance (Free and Reduced Lunch eligible, minority students, students with disabilities, and Limited English Proficient students). Idaho uses an approach to ensure students most at risk are identified in some way. Idaho will combine the subgroups to ensure those students' growth to achievement is built into the accountability matrix. Under the current system and without this grouping, it is possible and happens frequently for small subgroups of students to only be accounted for in the overall calculations and, therefore, masking their performance or gaps.

Shown in Table 17 is the distribution of Growth to Achievement Gaps when using 2010-11 data. This table also shows the increase in schools and districts with an At-Risk Subgroup vs. when only ESEA subgroups are used.

Table 17
2010-2011 Growth to Achievement Subgroup Point Distribution

Subject	At-Risk Subgroup		Had All Four Subgroups	
Range of Possible % Points	Schools	Districts	Schools	Districts
Reading	*(N=497)*	*(N=85)*	*(N=40)*	*(N=36)*
80 – 100%	140	22	-	-
60 – 79%	185	44	2	9
40 – 59%	135	16	23	25
20 – 39%	37	3	15	2
Mathematics	*(N=497)*	*(N=86)*	*(N=41)*	*(N=35)*
80 – 100%	169	24	2	1
60 – 79%	161	33	7	3
40 – 59%	123	24	19	25
20 – 39%	44	5	13	6
Language Usage	*(N=483)*	*(N=87)*	*(N=58)*	*(N=34)*

80 – 100%	145	21	-	-
60 – 79%	204	34	14	-
40 – 59%	124	27	30	27
20 – 39%	10	5	14	7

This metric again clearly illustrates that fewer schools and districts are at the highest point ranges showing the targets are ambitious.

Postsecondary and Career Readiness: The metrics in this part of the accountability matrix are embedded in the Idaho State Board of Education's ("State Board") strategic goals.

- Graduation Rate: The State Board set the high school graduation rate target at 90%. Schools and districts that achieve at least 90% graduation rate are awarded with the highest amount of points. In 2010-11, the graduation rate distribution for Idaho schools and districts included 138 schools and 97 districts achieving a 90% graduation rate or better.

- Conversely, the lowest point award is for a graduation rate of 60% or lower. This threshold was selected to mirror an aspect of the priority school definition in the waiver.

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- Table details the distribution of graduation rates among Idaho schools and districts.

Table 18
Total Number of Schools Achieving
Graduation Rate Distributions for 2010-2011

Graduation Rates	Schools (*N=166*)
90% - 100%	135
81% - 89%	14
71% - 80%	5
61% - 70%	2

≤ 60%	10

- College Entrance/Placement Examinations: Idaho will implement a requirement for all 11th graders to take the SAT, ACT, ACCUPLACER, Work Keys or COMPASS tests in spring 2012. At present, the only data the State has is for the self-selected population of students who have previously taken one of these tests. Presented in Table 19 are data from the past two years of performance on these exams. Starting in 2012, the State will have data for all students on one of these assessments.

Table 19
College Entrance/Placement Exam Composite Scores
and Total Students Participating

College Entrance/Placement Exams	State Composite Score (2009-10)	Total Students (2009-10)	State Composite Score (2010-11)	Total Students (2010-11)
SAT	1509	3,336	1598	3,557
ACT	21.8	10,647	21.7	11,321
COMPASS	NA		NA	12,412
ACCUPLACER	NA	98	NA	231

Prior to Spring 2012, students were not required to take any of these exams. In Spring 2012, the requirement will go into effect and the State signed a contract to offer the SAT or ACCUPLACER free to all students. COMPASS composite scores were not collected by the State or available from ACT for 2009-10 or 2010-11.

Idaho established a benchmark score having the highest probability that a student will not need remediation in entry-level college mathematics and English courses and the metric will give points for the percentage of students that reach these set benchmarks. For example, the College Board has established that a composite score of 1550 on the SAT indicates an increased probability of success in college.

This benchmark will be evaluated by ISDE to determine the score where students are best prepared for college and professional technical courses at Idaho institutions of higher education. During spring 2012, the Idaho colleges and universities convened to agree upon a set cut-score for the ACCUPLACER. That score is used for this measure. The benchmarks for the ACT and COMPASS were set based on ACT's research on scores that demonstrate the best possibility for success in college level courses.

Given that these exams were administered to all Idaho public school students for the first time in Spring 2012, it is expected the overall performance will be lower. Also given the need to set AMOs at ambitious but achievable levels, Idaho has chosen to set the points eligible within this metric at a lower target initially. After the first two years of administration of these exams, Idaho will reevaluate the distribution of the percentage of students meeting those benchmarks and coordinate with Idaho's colleges and universities to determine if the benchmarks need to be reconsidered.

- Advanced Opportunities is also a State Board strategic goal. As noted earlier, Idaho has not only set targets for providing all students more advanced study opportunities, but has also formalized those goals in the form of funding for up to 36 credits of dual credit enrollment for students who have met all graduation requirements before their senior year.

- Under this AMO, Idaho set two ambitious goals. First, the points available are based on the percentage of the total eligible population (defined as all juniors and seniors) taking at least one advanced study opportunity defined as an Advanced Placement (AP), International Baccalaureate (IB), dual credit, or tech prep course. The State Board's strategic plan goals for each of these opportunities are varied.

- Illustrated in Table 20 are the Board's goals, the current percentage of students engaging in advanced opportunities, and the percentage of the students taking classes in which they received a grade of C or better for the course.

Table 20
State Board Strategic Goals for Advanced Opportunities and
2010-2011 Statewide Numbers

Advanced Opportunity	State Board Goals (Percent of Students)	2010-11 Statewide Percent of Students	2010-11 Percent of Students Achieving C or better
AP	10%	7.7%	92%
IB	No goal	1.2%	89.4%
Dual Credit	25%	12.0%	Collection begins March 2012
Tech Prep	27%	22.9%	Collection begins March 2012

2010-11 AP data are the percent of students taking an AP exam, not enrolled in an AP course.

Given the varied data on this metric and the low numbers of participants currently, Idaho believes that it has set an ambitious but attainable goal. Further, Idaho is committed to not only providing opportunities but to ensure that those opportunities transcend into positive outcomes for students; thus the inclusion of a passing grade. These goals will be reconsidered after two years of data are available and after evaluation of the success of offering these opportunities throughout the State.

Table 21
Point Matrix for Advanced Education Opportunities

Advanced Opportunity	Percent Completing an Advanced Opportunity Course

Eligible Points	with C or better				
Percent Completing Advanced Opportunity	90%-100%	75%-89%	60%-74%	40%-59%	≤ 39%
50 - 100%	5	5	3	2	1
25% - 49%	5	4	3	2	1
16% - 24%	4	4	3	2	1
6% - 15%	3	2	2	1	1
≤ 5%	1	1	1	1	1

Participation Rate: Idaho subscribes to the importance of including all students.

Schools and districts must test 95% of all students and all subgroups in English Language Arts and mathematics. This goal was set as a continuation of the current law set in Idaho Administrative Code (IDAPA 08.02.03.112.04.b).

The rationale for each target set was outlined in Section 2.B. above. The current performance of schools as well as the increasing goals set for the State, were balanced to provide ambitious yet attainable goals throughout all the metrics. The final designation for each school is the cumulative effect of the all the metrics and thereby validly results in the schools designated needing the greatest intervention by the State and impacted school district. As noted throughout the related description, the AMOs will be reexamined when additional data becomes available and goals will be reset to continue the progression of performance standards expected for the high performance for all schools and districts.

Idaho does not require different AMOs for districts, schools, or subgroups. However, the Adequate Student Growth Percentile within the Growth to Achievement and Growth to Achievement Gaps metrics requires more growth by those students that are further behind in order to have made adequate growth.

Included in Attachment 8 is a detailed description of the average Statewide proficiency for all students and subgroups in English language arts and mathematics. The Idaho Report Card can be found at:
http://devapps.sde.idaho.gov/ReportCard/Results?Scope=state&SchoolYearId=8&DistrictCode=999&SDESchoolCode=999.

However, at present Idaho uses an indexing formula to calculate proficiency for Adequate Yearly Progress (AYP). Under this formula, basic students are counted as 0.5 proficient. Therefore, the percentage of proficient and advanced students is more accurately represented in Attachment 8. Idaho no longer uses AYP so there are no indexing of students currently.

2.C   REWARD SCHOOLS

Currently in Idaho, two awards are given annually by the Idaho State Board of Education for the highest-performing and highest-progress schools. Both awards are based on a school's performance on the SBAC and the SBAC-Alt. This reward system will change under Idaho's application for ESEA Flexibility. Idaho will replace its current reward system with one in which schools will be recognized based on two categories of recognitions: Highest-Performing and Highest-Progress. All schools, including Title I schools, may attain recognition in either category. A school must be recognized in one of these categories in order to be nominated for national awards, such as the National Blue Ribbon Award or Distinguished School Awards. For 2011-2012, the reward schools will be determined based on the ESEA Flexibility definition for Highest-Performing and Highest-Progress schools and must be rated an Exemplary School. In 2012-2013 and beyond, the Highest-Performing and Highest-Progress reward schools will be defined through the following criteria. Idaho's calculations ensure that no school that does not meet AMOs for any sub-group can be classified as an Exemplary School.

Highest-Performing Schools:

Recognition - To attain Exemplary, a school must have high absolute performance in the all students group for English Language Arts and Math. In addition, the school must demonstrate strong performance in student growth and, where applicable, measure of secondary school success such as graduation rate.

Therefore, the performance framework is used as the metric to determine Highest-Performing Schools. A Highest-Performing School is one that meets the following criteria:

- Meet the AMOs in all subjects for overall students and all ESEA Subgroups, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top ten percent of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups.

Highest-Progress Schools:

As with Highest-Performing Schools, Highest-Progress Schools will be determined using the performance framework. A school that attains a rating of Meets Expectations or less has demonstrated areas of performance that need to be improved. Improvement over time will result in changes on the scale. A Highest-Progress School is one that has met the following criteria:

- In the most recent two years has improved to and consecutively maintained an Exceeds Expectations Rating or better, AND
- Be among the top five percent of Title I schools in the all students proficiency, AND
- Be among the top third of Title I schools in the proficiency gaps between the highest and lowest achieving subgroups and between the at-risk and not at-risk subgroups, AND
- Be among the top third of Title I schools in the lowest achieving subgroup proficiency and at-risk subgroup proficiency, AND
- Be among the Title I schools making the most progress in increasing graduation rates.

Any school with a significant graduation rate gap among subgroups would eliminate a school from being a Reward school.

Exemplary Schools will be announced at the same time the ISDE announces statewide accountability results for all schools (typically August annually). Members of the Idaho State Board of Education will publicly recognize Exemplary Schools in a school-wide assembly in September or October of each year. Exemplary Schools will receive public recognition in three ways:

- Statewide announcement in August/September;
- School-wide assembly in September/October; and
- Symbol of recognition, such as a flag flown outside their school or a plaque to be hung at the school.

2.D PRIORITY SCHOOLS

Priority Schools are identified as those schools that receive a Below Expectations rating as described in Section 2.A. based on the achievement of the all students group, the growth to achievement of all students, the growth to achievement of the identified subgroups and, if a high school, through the postsecondary and career readiness measures.

Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups, and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are the lowest-performing schools in Idaho. A Below Expectations rating does meet the ESEA Flexibility definition of "priority school," which is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

The total number of Priority Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. All schools designated as Priority Schools in Table 2 (will be updated in August 2015) are Priority schools for purposes of this request must implement the interventions required of Priority Schools. Across this request, all references to and requirements of Below Expectations schools apply to all schools designated as priority schools in Table 2 (will be updated in January 2016) as well.
Priority Schools, include the same lowest five percent of Title I schools in terms of all student proficiency, all Title I or Title I eligible school with a graduation rate of less than 60%, and the Tier I and Tier II schools currently using SIG funds to implement school intervention models with very few exceptions. Since field testing the SBAC during the 2013-2014 school year ISDE will not be calculating growth because the test will only provide achievement data to calculate the Priority Schools. Only two high schools have a graduation rate less than 60% two years in a row. ISDE will calculate graduation rates during the summer. Both of these schools are

classified as a Priority School and, therefore, will implement the sanctions outlined for Priority Schools.

There were eight schools that received SIG funds in the 2012-2013 school year. Given that the interventions implemented by the SIG have been in place for two years now, improvement by these schools should be expected. During the 2013-2014 school year, eight Priority Schools received year one funding and in 2014-2015 school year four additional Priority and one Focus school received year one funding of the three year School Improvement Grant funds. Further, these measures ensure that the improvement is illustrated through a continuous growth rather than just achieving the benchmark for one year. All current SIG schools are also identified as priority schools based on 2011-2012 data regardless of their rating.

As noted in 2.C, Idaho has produced a list of ratings for all schools. In summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Priority Schools for the U.S. Department of Education. The total number of Priority Schools in Idaho for 2012-2013 includes 5.04% or 21 of the 417 Title I schools in the State. Five percent or 21 Title I schools have been identified as priority schools for the purposes of this waiver regardless of their rating. Idaho will identify 5% of the Title I schools in the State as new priority schools based on achievement scores January 2016.

The State has verified this in the following five steps : 1) a list was created providing ratings for the schools on the next generation accountability system metric described in Section 2.A.; 2) the rating list was compared to the current Tier I and Tier II schools utilizing School Improvement Grant funds to implement a school intervention model; 3) the rating list was compared to a rank ordered list of Title I schools with a <60% graduation rates; 4) the rating list was compared to a rank ordered list of Title I schools by the all students' proficiency category on SBAC English Language Arts and mathematics; 5) a cumulative chart was created to illustrate any differences in the rating list with the comparison lists. In January 2016, Idaho will similarly identify a list of Priority schools which will be 5% of Title I schools that are rank ordered from the English language arts and mathematics SBAC combined with a <60% graduation rate.

The interventions Idaho plans to use are aligned to the Turnaround Principles defined in ESEA Flexibility. Each intervention is designed to improve the academic achievement of students in Idaho's Priority Schools and will be selected based on input from families and community members. Idaho aligned its interventions to the Turnaround Principles, as defined in the ESEA Flexibility guidance.

Every Priority School is required to write a turnaround plan addressing the ten components, as identified in NCLB Sec.1116 (b) (3), and choose a turnaround model as described below. The LEA is responsible for making sure the school implements the turnaround plan effectively. If the plan is found not to be effective during the turnaround process, the Priority School must work with its district to make changes accordingly.

Before the Priority School writes a turnaround plan, the State conducts an Instructional Core

Focus Visit.

Before the Priority School creates its turnaround plan, the district must choose one of the permissible Turnaround Models for the school. The following are the Turnaround Model options:

- **Transformation model**, which addresses areas critical to transforming persistently low-achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.

- **Turnaround model**, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards.

  A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

- **Restart model**, in which a district converts the district public school to a charter school or closes and reopens it under the management of an education management organization (EMO) that has been selected through a rigorous review process. Such a school is still entirely accountable to the local school board for the results it produces.

- **School closure**, in which the district closes the school and enrolls the students who attended the school in other higher-achieving schools in the district.

- **State-Determined Model,** An LEA may implement an intervention developed or adopted by its SEA that has been approved the Secretary, consistent with section II.B.1(b) of CFR

- **Evidence-based, whole school reform model**, is supported by evidence of effectiveness, which must include at least one study of the model that meets the What Works Clearinghouse evidence standards with or without reservations http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf

- **Early learning model**, An LEA implementing the early learning model in an elementary school must implement each of the following early learning strategies:
  Offer full-day kindergarten
  Establish or expand a high-quality preschool program (as defined in CFR)

After choosing a Turnaround Model, the Priority School and its district develop a turnaround plan. The turnaround plan provides the framework for analyzing problems, identifying

underlying causes and addressing instructional issues in the school and district that have led to persistently low student achievement outcomes.

The plan must incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for the turnaround plan category.

In addition to requirements the Priority School must implement through its turnaround plan, the State also places requirements on districts in which a Priority School is identified Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

The LEA of the Priority School must evaluate the performance of the current principal when it selects a Turnaround Model.

A Letter of Affirmation from the Superintendent or School Board in support of the current principal continuing as the turnaround leader in a Priority school should include:

A Letter of Assurance from a trustee approving the letter of affirmation. If the board writes the letter of affirmation they should include the assurance within the letter.

Priority Schools must develop a leadership team structure that addresses school governance policies and incorporates the school improvement plan into these policies. If necessary, the school should address the principal's flexibility in the areas of scheduling, staff, curriculum and budget. Teachers in the school as well as the district and State must be involved in the development of the plan.

The Priority School must evaluate the performance of all staff when it selects a Turnaround Model. The State conducts an Instructional Core Focus Visit to evaluate current practices in the school and in the district. The Focus Visit includes an analysis of the current school staff and quality of instruction in the school.

Through the school improvement planning process, Priority Schools are required to plan for professional development based on the needs of the students in the school and the school staff. The plan must account for the relationship between classroom observations and professional development needs that targets specific areas of student performance.

The plan must include job-embedded, ongoing professional development opportunities based on the school's evaluation and performance data. Priority Schools are required to set aside 10% of Title I funds to support professional development activities for staff.
A Priority School is required to address the school schedule and additional time for student learning and teacher collaboration in its school improvement plan.

The most important factor in turning around the Priority School is improving the quality of instruction to ensure the school is meeting the needs of every student, including English language learners, students with disabilities and low-achieving students. A Priority School is

required to strengthen the school's instructional program so it meets students' needs, is based on research and aligned to Idaho's content standards which now include the College and Career Readiness Standards.

A Priority School is required to describe its plans and implementation efforts in the use of data to inform instruction for continuous improvement.

A Priority School is required to develop and implement a plan for a supportive learning environment that improves school safety and discipline and ensures teachers and staffs address students' social, emotional, and health needs.

A Priority School is expected to develop and implement plans that provide ways in which the family and community can engage in the school improvement process.

American Indian Tribes - Special Provision: For districts on or near tribal lands and with significant numbers of American Indian students enrolled in a Priority School, the district must ensure it engages the tribe throughout the planning for the turnaround model and implementation process of the turnaround principles.

ISDE has a comprehensive process for ensuring alignment of the turnaround principles with the requirements expected of schools and districts. The seven turnaround principles are listed and numbered below for reference:

1. providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;

2. ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;

3. redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;

4. strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;

5. using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;

6. establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and

7. providing ongoing mechanisms for family and community engagement.

District:

Districts must have a formal process in place articulating how schools in improvement are supported. Districts must review, give feedback, and approve the school's improvement plan.

The Priority School will improve the effectiveness of leadership and teaching by creating and implementing a turnaround plan and through support from the State. Quality school improvement plans provide detailed steps that every Priority School will take to improve leadership and the quality of teaching through its turnaround plan.

The State also puts support structures in place to customize support for each Priority School and the LEA that oversees it. The Idaho Building Capacity Project provides an external coach to a school and its district. The ISDE selects coaches, or Capacity Builders, from a pool of retired school administrators who have demonstrated excellence in instructional leadership in the past. The Capacity Builder works with the leader and leadership team in a school and at the district level to prompt thinking, instill internal knowledge and skills, and assist the school and the district as they help with the effectiveness of school improvement efforts. With this support, the State is responsive to the Priority School's needs and makes sure the school is effectively implementing its turnaround plan.

Once identified, a school will remain a Priority School in the Turnaround Plan status for at least three years, unless it meets the exit criteria defined in Section 2.D. During that period, plans will be overseen by the district, and monitored by both the State and the district. Schools may exit from the State requirements (i.e., plan approval, Focus Visits, Title I set-asides, extended learning time and notification of enrollment options) of priority status one year early if they meet the exit criteria of two consecutive years at a Meets Expectations rating or higher (after initial identification); however, they must continue to implement the turnaround principles identified in the school and district plan for a minimum of three years.

Table 22 depicts the entrance and exit process and the sequence of years related to the Priority School's turnaround plan requirements.

Table 22
School Level Turnaround Plan Timeline for Entrance, Requirements, and Exit[3]

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[3] School ratings lag one school year behind the year in which they are earned because assessment data are produced each spring and reported in the summer prior to the following school year. For example, if during the spring testing

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Below Expectations rating is earned	*Depends on Fair and Equitable Accountability System*	*Depends on Fair and Equitable Accountability System*
Turnaround Plan - Year 1 *For those schools identified as Priority Schools in Table 2*	<u>Fall 2012</u> Participate in Instructional Core Focus Visit <u>Winter 2012/Spring 2013</u> Create school level turnaround plan aligned with turnaround principles and other state requirements	<u>Fall 2012</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level plan for school turnaround principles <u>Winter 2012/Spring 2013</u> Oversee the development of school level Turnaround Plan Review school level turnaround plan for approval before submission to the State
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**

window for 2011-12, a school performed in such a way as to earn a Three Star rating, the Three Star rating would go into effect for 2012-13, immediately after the spring data are finalized and released.

Turnaround Plan - Year 1 *The year following the second Below Expectations rating for all other schools*	<u>Fall 2013 and beyond</u> Participate in Instructional Core Focus Visit Provide extended learning time <u>Winter 2013/Spring 2014 and beyond</u> Create school-level turnaround plan aligned with turnaround principles and other state requirements	<u>Fall 2013 and beyond</u> Participate in Instructional Core Focus Visit Enroll district and school in appropriate technical assistance programs Choose school Turnaround Option Create district level process for school turnaround principles <u>Winter 2013/Spring 2014 and beyond</u> Oversee the development of school level turnaround plan Review school level turnaround plan for approval
Turnaround Plan - Year 2 *Consecutive year after "Turnaround Plan – Year 1"*	Full implementation of school level turnaround plan aligned with turnaround principles and other state requirements Submit updates and revisions to turnaround plan	Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements Review updates and revisions to school level turnaround plan for approval
Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", <u>unless</u> the exit criteria is met.*	Turnaround Plan - Year 3 (Continuing) Continue full implementation of school level turnaround plan aligned with turnaround principles and other state requirements Submit updates and revisions to turnaround plan	Provide continuous support and monitoring of school level turnaround plan aligned with turnaround principles and other state requirements Review updates and revisions to school level turnaround plan for approval
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**

Turnaround Plan - Year 3 *Consecutive year after "Turnaround Plan - Year 2", <u>unless</u> the exit criteria is met.*	Turnaround Plan - Year 3 (Exited) *If a Meets Expectations rating or higher has been reached in both Turnaround Plan – Years 1 and 2, the school may exit the turnaround plan State requirements (see above) one year early, but must continue to implement the turnaround principles included in the school and district plan for Turnaround Plan Year 3.*	Monitor continued implementation of turnaround principles in the school and provide continuous support.
Turnaround Plan - Year 4 *Consecutive year after "Turnaround Plan - Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years at Meets Expectations rating or higher by the end of Turnaround Plan – Year 3, the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board

The State will ensure that districts implement meaningful interventions in a Focus and a Priority School over the course of a graduated process to occur no later than 2014-2015. Because of the emphasis on district responsibility and capacity, the timeline articulates the actions that the state will take to inform districts regarding the identification of their schools. Then, the timeline allows the State sufficient time to conduct the Instructional Core Focus Visits that will be required to make determinations about leadership capacity and develop recommendations for local planning.

After the recommendations from the Instructional Core Focus Visits, the timeline allows districts sufficient time to plan for district requirements, consult with families and the community, and to make important decisions regarding school achievement. Once the district has completed the actions required of it, the timeline details the particulars required for school level planning.

As detailed in

Table , the timeline targets state, district, and school activities that will occur in order that the School Improvement Plan will be implemented in schools by 2014-2015; implementation efforts will continue in 2015 and beyond. The timeline does not distribute schools differentially or save all aspects of implementation for the latter years of the timeline. All schools identified will follow the timeline on Table 23.

Table 23
Turnaround Principles Timeline

Timeframe	Agency	Action
Spring 2012 – Spring 2014	SEA	Continue implementing school turnaround models in persistently low-achieving schools identified under the School Improvement Grant 1003(g) requirements; monitor implementation; support district and school turnaround efforts through technical assistance and various programs
Spring 2012	SEA	Identify first year of schools achieving Priority School rating according to new performance framework; notify districts of school ratings
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to Districts regarding the requirements and Turnaround Principles that are expected to be implemented in schools which are in the turnaround plan category
School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect All schools identified as Priority Schools in Table 2 based off of data from the 2011-2012 school year are Priority Schools for the purpose of this waiver request and must begin implementing all requirements of Priority Schools starting in the 2012-2013 school year
Summer 2013	SEA	For all other schools not identified as Priority Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of

Timeframe	Agency	Action
		Priority School Rating
Fall 2013	SEA	For all other schools not identified as Priority Schools in Table 2, conduct Instructional Core Focus Visits in Turnaround Plan schools; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, begin providing required services for eligible students in each Turnaround Plan and Rapid Improvement Plan school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school
Fall 2013	LEA	For all other schools not identified as Priority Schools in Table 2, utilize state feedback from Instructional Core Focus Visit; consult with families and the community to gather input regarding School Turnaround Options; decide which School Turnaround Option the district will utilize for each Turnaround Plan school; and begin the district level planning and implementation work required of the school Turnaround Plan.
Winter 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review district level planning components and selection of School Turnaround Option for state approval
Spring 2014	LEA and School	For all other schools not identified as Priority Schools in Table 2, develop school level Turnaround Plan components that account for the Turnaround Principles and any other state required activities
Spring 2014	SEA	For all other schools not identified as Priority Schools in Table 2, review school level planning components of the turnaround plan for State approval
Summer 2014	SEA	For schools that are identified as Priority and have not replaced the principal the SEA is to notify LEA of expectation to submit a letter of affirmation and evidence that the priority school principal is the leader that will turnaround the school is due by August.
Summer 2014	LEA	For schools that are identified as Priority and have not replaced the principal that was hired before Priority classification they must submit a letter of affirmation and evidence of principal's ability to lead the turnaround process.
Fall 2014 – Spring 2015	SEA, LEA, & School	For all other schools not identified as Priority Schools in Table 2, full implementation of school level Turnaround Principles in schools that are in the turnaround plan category; continuous monitoring, collaboration, and support between school, district, and SEA
Spring 2015 & beyond	SEA	For all other schools not identified as Priority Schools in Table 2, monitor and support implementation of the Turnaround Principles throughout the duration of the period for which the school is identified in the turnaround plan category; if the school does not exit from the turnaround plan category, make a determination regarding State intervention at the district level

The ISDE is providing the criteria that will be used to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

The exit criteria ensure Priority Schools have made significant progress. Priority Schools will remain under the requirements of the improvement plan, once identified, for at least three years in order to fully implement the Turnaround Principles and meaningful interventions, unless they meet the exit criteria. The state has set criteria for removing a school from the Priority School category (i.e., priority status) once it has made significant progress. The method the State will use to determine if a school or district has met its annual measurable objectives results is a rating scale. This annual rating includes absolute achievement and student growth.

In order to be removed from Priority School status, a school must achieve a Meets Expectations ranking or better for two consecutive years after initial identification.

The exit criteria are based upon two consecutive years of performance in the school rating performance framework. The performance framework is comprised of a comprehensive set of metrics (student achievement, student academic growth, secondary opportunities, graduation, etc.). In order to move to a new level, the school must attain higher scores across multiple measures. Thus, if a school is able to improve its performance and sustain it for two years in a row, it has demonstrated significant progress from its initial identification as one of the lowest-performing schools in the State. The State chose two consecutive years at a Meets Expectations Rating or better, because Exceeds and Exemplary schools are high performing and a Meets Expectations rating places the school in the typical domain of "continuous improvement" where the majority of schools will be working with LEA oversight. A Meets Expectations school has demonstrated it does not have the intense need for intervention based upon its performance.

Schools identified as Priority Schools in Table 27 (to be updated in January 2016) based on data from the 2014-2015 school year must implement all requirements of Priority Schools starting in the 2015-2016 school year regardless of their rating. To exit this Priority Status, they must implement the interventions and show student growth or gains.

The level of progress required is likely to result in sustained improvement. The State has determined that the exit criteria of two consecutive years achieving a Meets Expectations ranking or better, on the annual measurable objectives is likely to result in sustained improvement.

- First, this is due to the fact that the school has demonstrated evidence of achievement that is not simply a one year anomaly. Rather, minimum State benchmarks have been met and the system has sustained that level of performance over time.

- A Meets Expectations rating or better, the school is demonstrating system-wide improvement in order to impact the multiple sub-domains on the performance framework. Because the exit criteria is based on all the dimensions of the

accountability system, when a school receives a higher rating, it illustrates that the school's performance has improved throughout and includes more than just students reaching proficiency. It includes all student and subgroup growth; growth to proficiency; and, for high schools, it also includes three measures of postsecondary and workforce readiness.

As mentioned in

Table , if a school has not met the exit criteria in priority status, the district is responsible for assuring that these schools implement more rigorous interventions. The State will diagnose the level of need for a change in governance based on the process described in a focused visit and, along with data provided from the three years of implementation that did not result in improvement, work with the district, the school board, or the community, to make whatever changes are appropriate.

Idaho is a local control state. Therefore, while the framework of improvement is guided by State structures, the vast majority of actual decisions are ultimately left in the hands of local school boards and district office leaders regarding school improvement, and the State has no authority to remove a school from a district or otherwise take it over. Similarly, the State has no authority to remove the district from the governing authority of the local board of trustees. Therefore, State actions within the context of priority schools must occur within the appropriate statutory constraints of the State's local control context. If the State has provided all of the technical assistance and support described in the ESEA Flexibility Plan and the school has still not met the criteria to exit from priority status after a period of three years, ISDE will consider the district leadership to have not ensured the implementation of sufficiently rigorous improvement efforts. Thus, recommendation for a change in governance at the district office will be made at the level deemed most appropriate based on the three years of data collected via the monitoring and support relationships developed with the district.

Schools that do not exit from priority status in three years will receive a diagnostic visit from the Idaho State Department of Education (ISDE) team. The purpose of this visit will be to determine possible causes for the lack of improvement, i.e., implementation deficiencies, incorrect assessment of the problem, lack of school level buy-in or training around improvement strategies, etc.

Following the diagnostic visit, the ISDE's support system will provide assistance to the district and school in making necessary changes to the improvement plan to ensure timely exit from priority status.

The SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools" is described below.

Focus Schools will be identified as those Title I schools that receive a Below Expectations rating as described in Section 2.A. Through this comprehensive measure of student achievement, student growth, growth to standards, growth by students in subgroups and how well schools are preparing students for postsecondary and career readiness, a more accurate picture is presented regarding schools that are among the lowest-performing in Idaho due to achievement gaps. A Below Expectations rating does meet the ESEA definition of "focus school," which is a Title I school in the State that, based on most recent data available, is contributing to the achievement gap in the State. All schools designated as focus schools must implement the interventions required of Below Expectations focus schools, regardless of their rating system. The list of current focus and priority schools can be found Table 27.The designated focus schools will be identified by January 31, 2016.

Idaho has defined Focus Schools as those that have low subgroup achievement and have a notable proficiency gap for subgroups. This is measured through the growth to achievement and growth to achievement subgroups, as well as subgroup proficiency.

The SEA's list of focus schools is provided in Table 27.

As noted in 2.C, Idaho has produced a list of ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated in January 31, 2016).

The total number of Focus Schools in Idaho for 2012-2013 includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their rating. Idaho will identify 10% of the Title I schools in the State as Focus Schools based on the achievement gaps, graduation rate gaps and growth. However, growth will not be available until spring 2016. The January 31, 2016 list of Priority and Focus Schools will not include growth.
ISDE identified schools based on the total points awarded in the achievement category, the points awarded for growth to achievement and growth to achievement subgroups and for high schools, graduation rate, advanced opportunities and college entrance and placement exam preparedness. This point matrix created an overall rating for the school which then placed them on the rating scale.

The State has verified the subgroup performance through the following seven steps:

   1) a list was created providing ratings for the schools on the next generation accountability system metric described in Section 2.A.;

   2) the rating list was compared to a rank ordered list of Title I schools' graduation rates;

3) the rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between highest and lowest achieving subgroups in English Language Arts and mathematics;

4) the rating list was compared to a rank ordered list of Title I schools by the lowest achieving subgroup proficiency on SBAC English Language Arts and mathematics;

5) the rating list was compared to a rank ordered list of Title I schools by the size of the proficiency gaps between at-risk and not at-risk subgroups in English Language Arts and mathematics;

6) the rating list was compared to a rank ordered list of Title I schools by the at-risk subgroup proficiency on SBAC English Language Arts and mathematics;

7) a cumulative chart was created to illustrate any differences in the rating list with the comparison lists.

As noted in the introduction to this waiver, Idaho's population precludes many schools from having reportable subgroups. Idaho has taken a strong approach in looking at subgroups through the combined At-Risk Subgroup. This approach has allowed the rating system to identify gaps for students that would otherwise only be part of an overall calculation. This identification produces a different list of schools than just comparing gaps of lowest and highest performing subgroups, which only affect a small number of schools in Idaho. By January 31, 2016, Idaho will similarly identify a list of Focus schools which will reflect 10% of Title I schools that are rank ordered in regards to the achievement gaps in English Language Arts and mathematics SBAC combined with any high schools with a graduation rate <60% that were not included as a Priority school or have a significant graduation gap within a subgroup and non-subgroup.

The State continues to implement these seven steps in identifying the focus schools. As noted in 2.C., Idaho has produced a list of ratings for all schools. The aggregate data for that designation is included in Table 27 (to be updated by January 31, 2016). A de-identified list of priority, focus, and reward schools are provided in Table 27. In the summer 2012, Idaho provided an appeal process, in the same format as the current Adequate Yearly Progress (AYP) appeals, whereby districts reviewed the underlying data in a secure setting and appealed any discrepancies. Now that this appeal process is completed, Idaho has produced a list of all Below Expectations schools for the U.S. Department of Education. The total number of Below Expectations Schools in Idaho for 2012-2013includes 11.2% or 47 of the 417 Title I schools in the State. Ten percent or 42 Title I schools in the State have been identified as focus schools for the purposes of this waiver regardless of their rating.

The SEA has a process and timeline to ensure that it's LEAs with one or more focus schools will identify the specific needs of their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Every focus school is required to write an Intervention Plan, with the assistance of the LEA. The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116 (b) (3) and outline the interventions being used. The school's LEA is responsible for making sure the school implements the improvement plan effectively. If the plan is found not to be effective during the improvement process, the focus school must work with its district to make changes accordingly.

Focus Schools must follow this guidance in the school year immediately following their identification. (See the Timeline in

Table for more detailed information.)

The State will define the "professional development set-aside" as a 10 percent set-aside of Title I-A funds at a school level. Further description is provided in section 2.A., and rules concerning the set-aside are set forth in Attachment 12.

The Intervention Plan will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school and district that have led to achievement gaps and low student achievement outcomes.

The plan must incorporate strategies based on scientifically based research that will close achievement gaps and address the specific academic issues that caused the school to be identified as a Focus School.

Through the plan approval process, the LEA will make sure the Focus School has selected goals and is implementing interventions that are proven to help the student populations affected by the school's achievement gap(s).

The State also places requirements on districts in which a Focus School is identified. The district must support the planning and implementation processes in the Focus School. The ISDE monitors the district's support efforts through a local peer review process[4]. The district must coordinate technical assistance for the school and review the quality of the Intervention Plan created by the leadership team in the Focus School. The district is responsible for reviewing the plan and ensuring it is implemented effectively.

The district's review will be documented and made available to the ISDE upon request, e.g. monitoring visit, focus visit, etc.

Focus Schools will be required to annually review and update their Intervention Plan. The LEA is required to continue its support for the school and the implementation of the plan. The ISDE will continue to monitor the district's involvement and support to the Focus School.

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[4] The local peer review process applies to Focus and Priority schools and is explained in detail in section 2.A.i.

The ISDE will conduct Instructional Core Focus Visits to Focus Schools on an as-needed basis. In the Focus Visit[5], staff from the ISDE conducts an on-site visit to discuss current practices in the school and in the district. To determine which schools need Focus Visits, the ISDE will analyze student achievement data from the school and district levels, along with other sources of diagnostic information such as results from federal program monitoring visits. If a Focus Visit occurs, the ISDE will expect the Focus School to discuss and review its Intervention Plan to reflect the recommendations provided to the school and the district. However, at minimum an ISDE representative will visit the school by December 31st of each year a school is classified as a Focus school.

Districts in which a Focus School is identified will enroll in technical assistance opportunities that the ISDE makes available, such as professional development and on-site instructional coaching. The technical assistance opportunity must be aligned with the needs of the Focus School. For example, if a Focus School in a district is struggling to meet the needs of diverse learners, the district would enroll in Response to Intervention training.

If the district determines the Focus School lacks leadership capacity, the district would enroll in the Idaho Building Capacity Project[6] which provides an instructional coach on site.

Table provides a comprehensive timeline for how the State will ensure each district identifies the needs of its Focus School(s) to best meet the needs of the students.

The following information is to provide clarification regarding the substance and appropriateness of the interventions in focus schools. The Intervention Plan must address the ten components of an improvement plan outlined in NCLB Sec.1116 (b) (3) and outlines the interventions being used. The ten components of the improvement plan are:

1) Implement research based strategies that strengthen the core academic subjects and address the specific academic issues that caused the school to be identified for improvement;

2) Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level on the State academic assessment;

3) Provide assurance that the school sets-aside 10% of its funds for high quality professional development related to why the school is in improvement;

4) Specify how funds (10% set-aside) will be used to remove the school from improvement;

5) Establish specific annual, measurable objectives for continuous and substantial

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[5] Focus Visits are described in detail in section 2.A.
[6] More information on the IBC Project is found in section 2.A.i and at http://www.sde.idaho.gov/site/ssos/IBC.htm.

progress by each group of students;

6) Describe how the school will provide written notice about the identification to parents of each student enrolled in school in a format and language parents can understand;

7) Specify the responsibilities of the school, including technical assistance to be provided by the LEA;

8) Include strategies to promote effective parental involvement in the school;

9) Incorporate, as appropriate, activities before school, after school, during summer and during any extension of the school year;

10) Incorporate a teacher mentoring program.

A Focus School must choose some or all of the following interventions, in addition to addressing the ten components:

1) Tiered interventions (Tier 1,2,3) designed to address the range of students' needs;

2) Needs analysis that led to interventions tied to specific subgroup needs;

3) Providing strong leadership;

4) Ensuring teachers are effective;

5) Redesigning the school day, week, year;

6) Strengthening the schools instructional program;

7) Using data to inform instruction;

8) Establishing a safe school environment;

9) Providing mechanisms for family and community engagement;

10) Other.

These interventions are consistent with the research on effective schools, such as the Correlates of Effective Schools (Edmonds, 1982; Lezotte, 2001, 2009) and the Nine Characteristics of High Performing Schools (Shannon & Bylsma, 2007). All schools that overcome the effects of poverty and other disadvantages demonstrate these characteristics in one way or another.

The appropriateness of the specific activities of the intervention will be suited to the unique

context of the school. School Improvement Tools need to be structured around these improvement plan principles. Schools will assess their strengths and weaknesses with the oversight of the district and in conjunction with the data that has resulted in their identification for Focus School status.

The school will complete an analysis of the data that resulted in their identification for focus status. Idaho's new Fair and Equitable Accountability System performance framework will includes multiple metrics, with benchmark cut-points for each. This will entail identifying each metric in which performance in the school is unsatisfactory. The new accountability framework will be submitted to the Department of Education March 31, 2016.

The school will conduct an assessment of its practices. Using this information, the school will create its goals and objectives in a way that aligns with the differentiated needs demonstrated within its performance data and its practices.

During the review process, the district will ensure alignment between the planned interventions/actions and the demonstrated needs. For example, if the school is demonstrating low annual growth in English Language Arts among English Language Learners, the plan will not be approved until it sufficiently addresses the performance of this subgroup.

The capacity of the district to support Focus Schools will be supported through the Statewide System of Support Projects in which the district and school are enrolled. Technical assistance will be provided during the creation, implementation, and monitoring of the plan to ensure the interventions identified are appropriately suited to the needs within the school.

The improvement plans must demonstrate a specific course of action that will be likely to meet the needs of any under-served populations of students.

Table 24
Timeline on How the State Will Ensure Each District Identifies
the Needs of Its Below Expectations School(s)

Timeframe	Agency	Action
Spring 2012	SEA	Identify first year of schools achieving Below Expectations according to new performance framework; notify districts of school ratings.
Fall 2012	SEA	Conduct statewide training on requirements for new accountability system and transitional elements; provide guidance to districts regarding the requirements that are expected to be implemented in schools which are in the Rapid Improvement Plan category (i.e., Focus Schools); provide guidance to districts regarding the requirements that are expected to be implemented in schools in the Below Expectations School status.

School Year 2012 – 2013	SEA	Continue implementation of existing NCLB accountability requirements for all schools until Star Rating system takes full effect. All schools identified as Focus Schools in Table 2 based off of data from the 2011-2012 school year are Focus Schools for the purpose of this waiver request and must begin implementing all requirements of Below Expectations schools starting in Fall 2012 school year
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, notify districts of schools within their districts that are identified in the Turnaround Plan category (i.e., a Priority School) based on two years of Below Expectations rating or below.
Summer 2013	SEA	For all other schools not identified as Focus Schools in Table 2, Notify districts of schools within their districts that are identified as being in the Below Expectations School category (i.e., a Focus School); determine if school data suggest Instructional Core Focus Visit.

Timeframe	Agency	Action
Fall 2013	SEA	Conduct Instructional Core Focus Visits in Below Expectations schools on an as-needed basis; provide recommendations to districts regarding school and district leadership capacity, instructional practices, and governance structures.
Fall 2013	LEA	Begin providing required services for eligible students in each Below Expectations school (e.g., notification of enrollment options, extended learning time) and enroll in appropriate State-sponsored technical assistance programs for the district and school.
Fall 2013	LEA and School	Develop school level Rapid Improvement Plan components that account for all improvement activities required by the State.
Summer 2014	SEA	Conducts a school level visit to all Focus Schools using Focus School Intervention protocol to ensure interventions for subgroups in need are being supported by the school prior to December 31st of each year a school is considered a Focus School.
Spring 2014	LEA	Review school level planning components for district approval.
Spring 2014	SEA	Review school level planning components for State approval.
Spring 2015 & beyond	SEA	Monitor and support implementation of the improvement plan throughout the duration of the period for which the school is in the Below Expectations School category; if the school does not exit in a timely manner from the Below Expectations School category, make a determination regarding possible State intervention at the district level.

The ISDE will review student achievement data and other diagnostic information, such as federal program review visits, Focus School Intervention protocol, or results of Focus Visits, to determine if the Focus School is implementing the Intervention Plan effectively. The State

will require changes be made to the plan, if necessary.

The Focus School and its LEA will be required to participate in State technical assistance opportunities, such as Response to Intervention or the Idaho Building Capacity Project that will best meet the needs of the students who are struggling in their school.

This approach has been successful at assisting Idaho schools in meeting the State's adequate yearly progress goals; in significantly decreasing the percentage of schools identified as Focus and Priority school status under current ESEA requirements; and for raising student achievement outcomes in general. For example, of 22 schools in the third cohort of the Idaho Building Capacity Project, the average school saw positive gains in the percent of students scoring proficient or advanced between 2009 and 2011 in both the students' categories and the primary sub-groups for both English Language Arts and Math. This is demonstrated in Table .

Table 25
Average Percentage Student Proficiency Gains for
Schools with Capacity Builders (2009-2011)

	Average Percent of Students at Proficient or Advanced 2009	Average Percent of Students at Proficient or Advanced 2011	Average gain in individual school's percentage points from 2009 to 2011
Reading (all students)	83%	91%	+7[7]
Reading (subgroups of limited English Proficiency, economically disadvantaged, and students with disabilities)	66%	83%	+12
Math (all students)	74%	87%	+10
Math (subgroups of Limited English Proficiency, economically disadvantaged, and students with disabilities)	56%	75%	+17

Through the development of the Intervention Plan, the Focus School must take into account its grade levels and individual needs and be tied to researched best practices on how to effectively improve student achievement for all students, including English language learners, students with disabilities and low-achieving students.

The ISDE will monitor the focus school's progress and ensure the Intervention Plan is

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[7] This column does not equal the difference in the columns for 2009 and 2011. This column is based on actual differences at the individual school level, not differences in the averages indicated in the chart.

working effectively for students. If not, the LEA will be responsible for ensuring that the focus school adjusts the plan to better meet students' needs.

Once identified, Focus Schools will remain in that category unless they meet the exit criteria. Under Idaho's accountability plan, a school can exit from the Focus category once it meets the Exit criteria. Table 26 illustrates the sequence of events from entrance to exit related to the improvement plan associated with focus schools.

Schools identified as Focus Schools in Table 27, (will be updated in January 31, 2016) based on data from the 2014-2015 school year, must implement all requirements of focus schools. To exit this Focus Status, they must implement the interventions.

If a school is able to improve its performance and sustain it for two years in a row, it has demonstrated significant progress from its initial identification as one of the lowest-performing schools in the State.
As mentioned in
Table, if a school has not met the exit criteria the state will continue its technical support by intervening as appropriate in district governance. The interventions with the district will include actions necessary, as determined by an ISDE focused visit. Schools that do not exit from focus status in three years will receive a diagnostic visit from the Idaho State Department of Education (ISDE) team. The purpose of this visit will be to determine possible causes for the lack of improvement, i.e., implementation deficiencies, incorrect assessment of the problem, lack of school level buy-in or training around improvement strategies, etc.

Following the diagnostic visit, the ISDE's support system will provide assistance to the district and school in making necessary changes to the improvement plan to ensure timely exit from focus status.

The State will work with the district, the school board, or the community to make whatever changes appropriate.

Table 26
School Level Intervention Plan Timeline for Entrance, Requirements, and Exit

Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
School year prior to the school year during which the first Below Expectations rating (or less) is earned	*Depends on rating level*	*Depends on rating level*

Improvement plan *The year following the Focus school identification*	Submit improvement plan and other state requirements (e.g., plan for aligning state funds)	Review and approve school level improvement plan
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**
Intervention Plan - Year 1 *For those schools identified as Focus Schools in Table 27.*	<u>Fall 2012</u> Complete analysis of 2011-2012 school year growth and performance data and institute changes based on this data to make instructional improvements in math and ELA areas. Complete first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework Finalize the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data. Begin development of school level Intervention Plan <u>Spring 2013</u> Enroll district and school in appropriate technical assistance programs Review and revise school level	<u>Fall 2012</u> Ensure completion of analysis of 2011-2012 school year growth and performance data and institution of changes based on this data to make instructional improvements in math and ELA areas. Ensure that school completes first evaluative observation or evaluative conversation with all teachers in school based off of the Charlotte Danielson Framework Ensure that school finalizes the development of the method by which schools will collect parental input for teacher and principal evaluations and collect data. Oversee the development of school level Intervention Plan <u>Spring 2013</u> Enroll district and school in appropriate technical assistance programs Review and ensure appropriate revisions in school level
Plan Timeline & When the Status Takes Effect	**School Requirements**	**LEA Requirements**

Intervention Plan - Year 1	Fall 2013 and beyond	Fall 2013 and beyond
The year following the second year of Focus school identification	Participate in Instructional Core Focus Visit (if required by SEA) Provide extended learning time Create school level Intervention Plan	Enroll district and school in appropriate technical assistance programs Oversee the development of school level Intervention Plan
Intervention Plan - Year 2 *Consecutive year after "Intervention Plan – Year 1"*	Full implementation of school level Intervention Plan and other state requirements Submit updates and revisions to Intervention Plan	Provide continuous support and monitoring of school level Intervention Plan aligned and other State requirements
Intervention Plan - Year 3 *Consecutive year after "Intervention Plan Year 2", <u>unless</u> the exit criteria is met.*	Continue full implementation of school level Intervention Plan and other State requirements Submit updates and revisions to Intervention Plan	Provide continuous support and monitoring of school level Intervention Plan and other State requirements
Plan Timeline & When the Status Takes Effect	School Requirements	LEA Requirements
Intervention Plan - Year 4 *Consecutive year after "Intervention Plan Year 3"*	n/a	If a school has not met the exit criteria of two consecutive years the State will intervene as appropriate with district governance according to the district context and leadership capacity at the central office and school board.

The ISDE's criteria ensure that schools that exit focus status have made significant progress in improving student achievement and narrowing achievement gaps.

The performance framework by which the State evaluates progress includes measurements of achievement, growth, post-secondary and career readiness, social-emotional and cultural climate. To exit the Focus category, a school must demonstrate progress across these comprehensive measures of student achievement for two consecutive years.

Based on the State's comprehensive accountability the ISDE firmly believes the exit criteria of achieving a higher ranking will result in sustained improvement for Focus Schools.

These schools will have demonstrated evidence of significant increases in achievement, growth, post-secondary and career readiness, social-emotional and cultural climate metrics for more than a single school year.

Priority and focus schools will be named by January 31, 2016.

TABLE 27: 2011-2012 REWARD, PRIORITY AND FOCUS SCHOOLS

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
519523066	A		
588770961	A		
36560977	A		
722803226	A		
572827226	A		
161700119	A		
332087781	A		
539202584	A		
305275086	B		
319013512	B		
321951841	B		
464579433	B		
832296147	B		
739201149	B		
700916162	B		
251408308	B		
188372829	B		
43209053	B		
858681018	B		
650461079	B		
288315455		C	
907212877		C	
438763334		C	
604385273		C	
156948827		C	
626053312		C	
372932822		C	
313421142		C	
822987481		C	
693733145		C	
172283353		C	
408335151		D	
880036037		D	
759767539		E	
672140490		E	
988180913		E	
71266504		E	
124193623		E	
958155720		E	
90893835		E	
60540185		E	
511598139			F

Anonymous ID	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
40249570			F
870860703			F
902914604			F, G
28449542			F, G
837599956			F, G
641627514			F, G
758816532			F, G
553059917			F, G
979067809			F, G
393775509			F, G
504110079			F, G
774612909			F, G
543798893			F, G
307964900			F, G
647602602			F, G
502526998			F, G
635942984			F, G
501596717			F, G
698090567			F, G
373973314			F, G
151876222			F, G
139648120			F, G
597086552			F, G
196978226			F, G
769908706			F, G
111047376			F, G
566590667			G
743645721			G
984559113			G
279816406			G
458415626			G
786960476			G
197713590			G
188111491			G
838042622			G
668442136			G
437500134			G
219001700			G
904081086			G
753218908			G
352269527			G

Total # of Reward Schools: 41
Total # of Priority Schools: 21
Total # of Title I schools in the State: 417
Total # of Title I-participating high schools in the State with graduation rates less than 60% over three years: 0

Key

Reward School Criteria:	Focus School Criteria:
A. Highest-performing school B. High-progress school **Priority School Criteria:** C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group D. Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model	F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

The State's accountability system provides incentives and supports that are likely to improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho, including those in other Title I schools.

Idaho has developed one comprehensive system of recognition, accountability, and support that applies to all schools, regardless of Title I funding. Non-Title I schools and Title I schools not identified as Priority or Focus Schools will be evaluated under the same accountability system each year. Schools that receive a rating higher Below Expectations and not yet identified as Exemplary are approaching the State goals for excellence in achievement, growth, post-secondary and career readiness, and social-emotional and cultural climate, but still have areas of improvement.

Therefore, these schools will be required to develop and implement a continuous improvement plan and develop goals that address areas for growth.

The Idaho State Department of Education (ISDE) has designed a set of options for schools that incentivize internal motivation among school staff by:

> (1) giving them more operational flexibility in school improvement planning at the local level;

> (2) creating options for participation in State support programs at no cost;

> (3) permitting the schools and their districts to pursue funding flexibility related to Title I set-asides; and

> (4) allowing schools to more easily transition to a higher status.

The ISDE and LEAs will make sure these incentives and supports improve student achievement outcomes in continuous improvement schools. The LEA will play a critical role in the development and implementation of the school's improvement plan. Districts will be required to review the school's improvement plans each year, provide feedback and approve the plans.

The ISDE will provide schools with access to technical assistance through the Statewide System of Support.

Through these incentives and supports at the State and district levels, the State will make sure other Title I schools and non-Title I schools improve student achievement, close achievement gaps, and increase the quality of instruction for all students in Idaho.

Idaho will include AMOs in the State report card for use in setting goals and measuring progress. Additionally, objectives will be embedded into the Fair and Equitable Accountability System. The Fair and Equitable Accountability System will apply to all schools, including Title I schools. The rating for each school accounts for progress in the areas of achievement, growth,

post-secondary and career readiness, and social-emotional and cultural climate. Schools not making appropriate progress will be identified and will be required to abide by the associated requirements.

The requirements for these schools will include improvement plans in which areas of weak performance must be addressed (e.g., performance framework areas that need improvement or AMOs that were missed). For example, if a school misses an AMO in English Language Arts for English Language Learners, the school improvement plan created must include strategies that support the improvement of this population's performance.

Further, the state approved school improvement plan should be structured to focus on the AMOs in English Language Arts and mathematics. Schools with any achievement gaps between sub-groups will not be able to attain reward status.

The Idaho State Department of Education was asked by stakeholders to consider other Improvement Planning options. As a result, schools may use any planning tool that addresses the school improvement requirements for the applicable rating: Below Expectations (Priority or Focus), Meets Expectations, or Exceeds Expectations.

Funding for Support of Other Title I Schools:
As described in this section, Idaho will offer various support programs to other Title I schools at no cost to the school. Idaho will fund participation in these programs by providing services directly, as appropriate, to Title I schools who's LEAs have applied for School Improvement funds under section 1003(a) of the ESEA.

2.G   BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

ISDE has outlined the primary components for how the State will support and interact with Priority and Focus schools.

- The improvement planning process supported by the ISDE. The LEA monitors the school improvement planning and implementation process before, during, and after identification for Priority and Focus status. Planning is connected to the AMOs and performance framework for each school. Strategies must be included for specifically reaching the AMOs for any subgroup or overall group that does not reach the target.

  Any Exemplary School that fails to meet an AMO in any subject at the overall or subgroup level will not be eligible for the classification of a Highest-Performing School.

  Capacity Builders provided to priority and focus schools are responsible for working with the school and district leadership team to ensure that the planning process aligns with the needs that are demonstrated in the school's performance data (achievement, growth, post-secondary and career readiness, social-emotional

and cultural climate).

- School ratings are determined annually. The district and the State monitor the changes in performance each year to ensure alignment between performance and interventions.

- The State conducts Focus Visits to have an onsite monitoring process that aligns with the turnaround principles. Monitoring of the implementation takes place to ensure alignment with the planning that occurs in the school improvement plan.

- Technical assistance programs take place anywhere from quarterly (RTI training) to weekly (first year IBC). These programs are aligned with the Focus Visit, the school improvement plan, and the accountability system in general. Our technical assistance providers support the progress of schools during each interaction. For example, RTI coaches and IBC Capacity Builders regularly monitor implementation activities and provide feedback "down" the line to leadership teams at the school and district and "up" the line to personnel at the SEA.

The ISDE builds capacity at the school, district and State level through the improvement planning process, effective implementation of an improvement plan and technical assistance offered through the Idaho Statewide System of Support. All these processes are aligned with researched best practices and will be evaluated on a regular basis by the district and the State to ensure they are working effectively at the school level. If not, changes will be made accordingly to best meet the needs of the students in the school.

Idaho's accountability system will build capacity at the State, district and school levels for the following reasons:

- First, strong performance at the district level is necessary for improvement to take place the school level. The ISDE ensures that districts play a critical role in the improvement planning and implementation process. The district and school work together to develop an improvement plan for schools. The plans will vary depending on the schools' needs. Through this planning process, the LEA ensures the school addresses leadership needs.

- Second, when schools participate in technical assistance activities or support programs, such as Response to Intervention training or the Idaho Building Capacity Project, the ISDE encourages district leadership to enter into performance agreements that detail expectations for how the district also will be involved in the project and support the schools. To build capacity at the State level, the ISDE has formed partnerships with institutions of higher education to successfully implement and sustain the Idaho Building Capacity Project and other critical technical assistance activities.

- Third, when the ISDE conducts professional development opportunities for Response to Intervention or other programs that work to strategically meet the

needs of English Language Learners, students with disabilities and low-achieving students, the trainings are designed to support leadership teams.

- The ISDE focuses on a district or school leadership team, rather than only individuals, to ensure the program is sustained.

- These trainings encourage all district leadership roles to be present, such as the superintendent, federal programs director, LEP director, special education director, curriculum director.

- Fourth, all improvement activities are tied to research. The ISDE encourages districts and schools to develop school improvement plans. This bolsters the improvement process because teams know how to connect their learning to the planning expectations.

- Fifth, improvement activities at the district and school levels are evaluated annually by the State and the school district to make sure the school's improvement plan is working effectively to raise student achievement or close achievement gaps. The State and district use achievement data and other diagnostic factors, such as on-site Focus Visits or federal program review visits, to conduct the evaluation. If the plan is not working effectively, the State and district will work with the school to revise its plan or offer additional technical assistance activities aligned to the school's needs.

In these ways, the State is making sure it is building leadership capacity at every level.

The ISDE believes this system of accountability will work to improve student achievement and close achievement gaps because it is based on research and based on previous successes in the State. Idaho became the subject of a case study on promising practices within the Statewide System of Support in 2010. The National Center on Innovation and Improvement (CII) published *Transforming a Statewide System of Support: The Idaho Story* (Lane, 2010) highlighting how the State's model has resulted in changed partnerships with districts and schools in a way that is contributing to improved student achievement and sustainable improvement across the State. The following is an excerpt for the findings of the study:

> *The original purpose of this case study was to document how Idaho had developed its statewide system of support. In the process of documenting Idaho's story, what we found was a state that has dramatically altered its relationship with districts and schools. In three years, beginning in 2008, the Idaho Department of Education has transformed its approach to working with schools, revised (or created anew) all the tools that they use with schools around school improvement, and developed a set of institutional partners that strengthen the system, thereby contributing to the sustainability of overall improvement efforts.*
>
> *Perhaps most telling is the fact that by the end of the 2010 school year, many schools and districts **not** identified for improvement began to request access to the same supports and*

assistance provided to underperforming schools…Idaho is developing a system of support for all schools, not just those identified as low performing by state and federal accountability systems (Lane, 2010).

The plans outlined in Idaho's waiver request build on the success that the State has already experienced. Based on evidence provided by cases studies, such as the Lane (2010) study of the Idaho Statewide System of Support, and the timeframe for when the IBC program, the state approved school improvement plan, and the other programs that are included in this plan were put into place, Idaho attributes this statewide improvement largely to its system of support. The system has a track record of improving achievement, and, therefore, has demonstrated the capacity necessary to implement the programs described.

The waiver therefore provides a more comprehensive means to implement what is needed, albeit with a shift in the performance framework. In other words, we may be focusing on different schools because of the new rating system, but the capacity for the planned activities already exists. For example, Idaho's most labor intensive project, the Idaho Building Capacity Project, has served over 100 of the state's approximately 650 schools, and more than 40 of Idaho's school districts since January 2008. This represents 15% of all the schools in the entire state, not just Title I schools, and equals about 30% of Idaho's districts. Considering the IBC Project only currently serves Title I schools that are in improvement status, the project has worked with 25% of the 400 Title I served schools in the state. Serving the priority schools and focus schools (which represent only 15% of Title I schools or about 60 schools) would actually take less capacity than what is currently exerted. Furthermore, among IBC school sites, proficiency rates have increased substantially in the all students categories and among subgroups, as is demonstrated in Table 25.

The improvements that have been experienced in Idaho demonstrate that the capacity of the SEA, LEAs, schools, and the external partners that are involved in the work is sufficient to continue what is proposed in Idaho's plan.

The ISDE has described a plan to evaluate improvement plans and interventions in Priority and Focus Schools on a regular basis. Every Priority and Focus School must submit an improvement plan to the LEA. Each district in which a Priority and Focus School is located, also must have a process for supporting these schools. Here are the ways in which the improvement plans for Priority and Focus Schools will be monitored:

- First, the school improvement plan contains several ways in which the State and school districts can monitor improvement activities. Plans will be accessible at the State, district and school levels so staff at all levels can coordinate planning and provide feedback. External improvement coaches, such as those provided through the Idaho Building Capacity Project, have access to the school improvement plan.

- Second, the LEA is responsible for evaluating the effectiveness of the Priority and Focus School's improvement plan annually.

The ISDE has described a rigorous review and approval process for external providers. The following is the process the ISDE will use.

Many of Idaho's districts and schools are located in rural and remote areas. Thus, it is unlikely that new external providers will be available to assist Priority and Focus Schools in their efforts to improve student learning. As such, ISDE does not intend to maintain a state list of newly approved providers. However, the ISDE has existing partnerships with Idaho's institutions of higher education (IHEs), which serve as approved external partners and have a track record of providing high-quality services in every region of Idaho.

If school districts desire to utilize additional external providers, they may choose to do so at a local level.

The SEA's process for ensuring sufficient support for implementation in Priority Schools of meaningful interventions is aligned with the Turnaround Principles and likely to result in successful implementation of such interventions and improved student achievement.

The interventions, planning, and expectations for implementation that ISDE has created for schools in Priority School status are comprehensive and integrated across multiple support programs and aligned with each other.

The Turnaround Principles are embedded in the improvement planning process that all Priority Schools must complete through the school improvement plan. Additional actions, such as the support of effective teaching and learning through professional development and the temporary support needs of students, are enabled through leveraging district funds previously targeted to specific activities under ESEA Section 1116(b)(10).

Districts with Priority Schools are still required to set aside funds for professional development according to the definitions provided in the Idaho Accountability Plan. Additionally, the State leverages funds through section 1003(a) and 1003(g) allocations as permitted within ESEA to deliver and provide services directly to schools and their districts as well as provide grants directly to the district to pay for other innovations at the local level. Lastly, the State has written flexibility into this waiver request with the intent of aligning other Federal funding streams, such as 21st Century Community Learning Centers, to support extended learning time for students in need of support.

The SEA's process for holding districts accountable for improving school and student performance, particularly for turning around Below Expectations Schools, is likely to improve district capacity to support school improvement.

As has been described throughout the flexibility request, Idaho has designed all of its K-12 educational support systems with significant consideration given to district leadership capacity and the ways in which districts develop and support school leadership capacity that is necessary to support school improvement.

- First, the district must be involved in the Priority School's improvement planning process and implementation of its improvement plan. ISDE holds districts

accountable for this responsibility. ISDE will offer assistance to the district and work with them to improve the plans and/or improve the district's capacity to help its schools improve student learning.

- Second, ISDE programs emphasize the development of district leadership capacity along with school leadership. For example, the Idaho Building Capacity Project ensures that for every participating school that is in need of improvement, there is an external Capacity Builder, or improvement coach, who also works with the district superintendent and district leadership team on improvement of the district system.

- Third, ISDE designs and delivers training opportunities for Response to Intervention and other initiatives to district leadership teams to ensure they have the capacity to implement sustainable school improvement practices. District and school leadership teams must work in tandem to achieve higher student outcomes, especially in turning around the lowest-performing schools.

PRINCIPLE 2: SUMMARY

The Idaho State Department of Education (ISDE) is seeking to maximize the flexibility being offered within ESEA in order to build on previously successful practices and move to a more comprehensive approach to improvement and accountability. The State strongly believes in the moral imperative to improve the academic outcomes of all students, but especially those most at risk. The State has experienced a reversal in the trajectory of schools identified for improvement, and the ISDE has developed a plan for differentiated recognition, accountability, and support in order to capitalize on the momentum of the past few years.

The State recognizes that it still must work to improve the academic outcomes of students who are at risk. In order to differentiate between the needs of schools and districts, the State model is changing from a conjunctive system of achievement targets to a performance framework that is compensatory in nature.

As such, schools and districts will be classified on a spectrum of performance, with points accumulated across multiple metrics, and will be subsequently labeled each year using a four-level rating system to differentiate between the highest and lowest levels of performance.

In response to the need of each school and district, the State has designed recognition opportunities, accountability requirements, and support mechanisms that appropriately match each system's performance. In order to leverage substantial improvement in the lowest performing schools and districts, the State will provide intensive intervention and support opportunities. This comprehensive approach is developed with the intent that all schools and districts will ultimately meet high expectations and move across the four-level rating system into the highest levels of performance (i.e., Below Expectations, Meets Expectations, Exceeds Expectations or Exemplary).

3.A   DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10, 11, 26) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachments 10, 11, 26); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho has created, and continues to refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels.

In 2008-2009, Idaho convened a Teacher Performance Evaluation Task Force (See Attachment 17) which revised Idaho's evaluation requirements and adopted the Charlotte Danielson Framework for Teaching as Idaho's teacher evaluation standards.

In 2010 Idaho's Legislature approved the Students Come First reform laws that required 50 percent of a teacher's and principal's evaluation to be based on objective measures of growth in student achievement and required parental input to be considered as a factor. These laws were repealed by the voters of Idaho in November 2012.

Following the repeal of Idaho's Students Come First Laws, Idaho convened an Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislature on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements.

The recommendations for revising state statute were submitted to the Idaho Legislature during the 2013 Legislative Session and were approved. The recommendations for revising administrative rule were submitted to the Idaho State Board of Education and were approved on April 17, 2013. These rules were run as Temporary and Proposed which means that they went into full force and effect upon approval. The rules have gone through a public comment period and will go back to the State Board for final approval at their meeting in August with revisions based on those public comments and additional feedback from the task force.

Through this work and Idaho's previous efforts towards teacher and principal evaluation, Idaho has developed and adopted evaluation systems that meet all of the guidelines consistent with Principle 3 of the ESEA Flexibility application. Evidence of this adoption can be found in IDAPA 08.02.02.120 IDAPA 08.02.02.121, Section 33-514, Idaho Code, Section 33-515, Idaho Code and Idaho's ESEA Flexibility Application itself.

Table 28	Evidence that Idaho has developed and adopted all of the guidelines consistent with Principle 3	
Requirement	**Citation**	
Evaluation system is used for continual improvement of instruction.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system meaningfully differentiates performance using at least three performance levels.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system uses multiple measures in determining performance levels, including as a significant factor data on student growth and student/parent surveys.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
SEA has a process for ensuring that all measures that are included in determining performance levels are valid measures.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
For grades and subjects in which assessments are required under ESEA, SEA defines a statewide approach for measuring student growth on these assessments.	Principle II of Idaho's ESEA Flexibility Application as it pertains to the Colorado Growth Model	
For grades and subjects in which assessments are not required under ESEA, SEA provides guidance to ELAs on what measures of student growth are appropriate and establish a system to ensure LEA's use valid measures.	Attachments 21 and 22 IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Teachers and principals are evaluated on a regular basis.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation provides clear, timely, and useful feedback that guides professional development.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Ensure that evaluations occur with a frequency sufficient to ensure that feedback is provided in a timely manner to inform effective practice.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
SEA guidelines will likely result in differentiated professional development that meets the need of teachers.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
Evaluation system will be used to inform personnel decisions.	Section 33-514, Idaho Code, Section 33-515, Idaho Code, IDAPA 08.02.02.120, IDAPA 08.02.02.121	
The SEA has a process for reviewing and approving an LEA's teacher and principal evaluation and support system.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	
The SEA has a process for ensuring that an LEA involves teachers and principals in the development of their evaluations.	IDAPA 08.02.02.120, IDAPA 08.02.02.121	

In accordance with Section 33-514 Idaho Code and Section 33-515 Idaho Code, LEAs must evaluate all certificated employees once annually by May 1st. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 or each year. Under Idaho's teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, the one evaluation is further defined. All certificated instructional employees, principals and superintendents, including instructional staff in non-tested grades and subjects, must receive an evaluation in which at least 33% of the evaluation is based off of multiple objective measures of growth in student achievement. Growth in student achievement as measured by Idaho's new state assessment aligned to College and Career Readiness Standards must be included. Other measures must be based upon research and approved by the local board of trustees.

To gain a more robust assessment of how our schools, teachers, and students are performing, the ISDE has adopted an accountability system that supplements proficiency scores with a new form of accountability— one that recognizes and rewards academic growth in addition to achievement. This is Idaho's Growth Model.

Idaho's Growth Model is the Student Growth Percentiles (SGP) framework created by Damian Betebenner and utilized by the state of Colorado. The goal of including growth in Idaho's assessments is to maximize student progress toward college-and career-readiness. To help ensure that all students are college-and career-ready by the time they exit high school, both a definition of "readiness" and a comprehensive measurement system are needed in order to determine how well students are progressing toward that goal.

The growth model adds value to proficiency assessments because it takes into account where a student starts the year academically. By grouping students who perform similarly at the beginning of the year, we can compare a student's growth against that of his/her academic peers over time. Idaho has also adopted a metric to ensure adequate growth to a standard. As outlined in Section 2.A. the Adequate Student Growth Percentile will illustrate if a student has made sufficient growth to reach proficiency within three years or by 10th grade, whichever comes first.

For teachers, this portion of the evaluation is aligned to the Charlotte Danielson Framework for Teaching Second Edition. Within this portion of the evaluation, school districts must adopt evaluation models that contain at least two documented observations with at least one observation being completed by January 1 of each year. To assist LEAs in their efforts to perform and collect observation data based on the Danielson Framework, the ISDE will provide funds to districts to purchase an instructional management system to embed the Danielson framework into a rubric that will allow principals to collect, store and analyze longitudinally, the results of such evaluations. Additionally, LEAs must choose at least one additional measure of educator performance with a choice between student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. The State Department of Education will assist districts with sample forms and documents to aid in the collection of parent and student input.

Like teachers, 67 percent of a principal's evaluation must be based off of professional practice. For principals, this portion of the evaluation is based on and aligned to the Interstate School Leaders Licensure Consortium (ISLLC) standards. The professional practice portion of a principal's

evaluation shall also include at least one additional measure of performance with a choice between teacher input, student input, parental input or portfolios. The data from these measures must be considered and used to inform the 67 percent of the evaluation that is based on professional practice. Observing principal practice is more complicated than teacher observation due to the broader, more complex outcomes and their measurement. Idaho is piloting a variety of measures for principal professional practice. This information will be shared with districts through a Principal Evaluation Guidebook and trainings to follow. The first draft of the document was available September 2014. In Idaho, the evaluators of principals are generally superintendents. These evaluators will be offered training on principal evaluation. The State Department of Education provides districts with sample forms and documents to assist in the collection of teacher, parent and student input.

Additionally, principals must also demonstrate proof of proficiency in conducting teacher evaluations using the state's adopted model, the Charlotte Danielson Framework for Teaching Second Edition. Proficiency in evaluating and observing teacher performance is required of all individuals assigned the responsibility for appraising, observing or evaluating certificated personnel performance. Proof of participation in Danielson trainings will be required as a onetime recertification requirement prior to September 1, 2018. During the 2013-2014 and 2014-2015 school year, the ISDE signed a statewide contract to provide professional development and a proficiency assessment for administrators in Idaho using the Teachscape Danielson Proficiency Assessment.

IDAPA 08.02.02.120 and IDAPA 08.02.02.121 require that each LEA board of trustees develop and adopt policies for teacher and principal performance evaluation in which criteria and procedures for the evaluation are research based and aligned with state standards. By July 1, 2014 an evaluation plan which incorporates all of the elements outlined in this ESEA Flexibility Application and the above referenced rules were submitted to the State Department of Education for approval.

The review and monitoring of LEA evaluation plans includes a process for districts to reflect on their teacher and principal evaluation system and its alignment to Idaho's teacher and principal evaluation rules, IDAPA 08.02.02.120 and IDAPA 08.02.02.121.
1. Districts will reflect on their teacher and principal evaluation system
   a. One portion of the checklist includes an area for districts to provide data that includes the district's current aggregated teacher proficiency ratings and aggregated student achievement data on Math and English Language Arts.

2. Districts submitted their teacher and principal evaluation plans July 1, 2014. All evaluation plans will be submitted to the ISDE.

3. A cyclical process for reviewing district evaluation plans will be designed and vetted. All districts will receive training on the Teacher and principal Evaluation Rubric and cyclical process for monitoring evaluation plans.

Table 29 includes a timeline of this process in alignment with the progression of the teacher and principal evaluation across Idaho.

Idaho's goal in adopting these teacher and principal statewide evaluation models and standards is to ensure that each LEA develops and adopts an evaluation and support system that will improve student achievement and the quality of instruction for all students in the classroom. The evaluation systems established for Idaho educators will promote reflective practice and the development of ongoing, personalized professional development plans leading to improved support for turning around low-performing schools and measurably increasing student achievement for all students. To accomplish this, Idaho has adopted an administrator evaluation framework heavily focused on Instructional Leadership In addition to the focus on Instructional Leadership; IDAPA 08.02.02.120 specifically addresses using the evaluation model for the purpose of improving instructional practices and in making professional development decisions at the district, school and individual level. Subsections f, g, i, m and n of Idaho's rule governing teacher evaluations requires school districts to report the following to ISDE in order to meet Idaho's requirement to have a teacher and principal evaluation plan in place.

- Subsection f: Communication of results – the method by which certificated personnel is informed of the results of evaluation.

- Subsection g: Personnel actions – the action available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g. job status change.

  Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.

- Subsection i: Remediation -- a procedure to provide remediation in those instances where remediation is determined to be an appropriate course of action.

- Subsection m: Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. Aggregate data shall be considered as part of the district and individual schools Needs Assessment in determining professional development offerings.

- Subsection n: Individualizing teacher evaluation rating system -- a plan for how evaluations will be used to identify proficiency and record growth over time. As of July 1, 2013, districts have established an individualized teacher evaluation rating system with a minimum of three rankings used to differentiate performance of teachers and pupil personnel certificate holders including unsatisfactory being equal to "1", basic being equal to "2" and proficient being equal to "3".

In conjunction with the rule, Idaho's longitudinal data system, Idaho System for Educational Excellence (ISEE), allows administrators to track teacher evaluations over time, and to assess the student achievement gains that may result from targeted professional development for teachers. IDAPA 08.02.02.120 charges each administrator with the responsibility for being trained in

personnel evaluation and districts must commit to ongoing training and funding as follows:

- Subsection c: Evaluator -- identification of the individuals responsible for appraising or evaluating certificated instructional staff and pupil personnel performance. The individuals assigned this responsibility shall have received training in evaluation and prior to September 1, 2018.

- Subsection k: Professional development and training -- a plan for ongoing training and professional learning based upon the district's evaluation standards and process.

Throughout the process of adopting a statewide model, the Teacher Evaluation Task Force spent a significant amount of time discussing the evaluation needs of all teachers including teachers of English Learners and Students with Disabilities to ensure that all evaluations were being utilized to improve student achievement and the quality of instruction for all students. In the end, the task force purposefully chose the Danielson Framework for Teaching as the evaluation model for all Idaho teachers based upon its focus on instruction and differentiation. ISDE finds that the Framework for Teaching is specific enough to use for general education teachers, but broad enough that it is applicable to all teaching settings since it draws from instructional strategies and methods that have been proven both in the context of teaching English Language Learners (ELLs) and students with disabilities (SWD). For example, in Domain 1 (Planning and Preparation), the framework addresses keeping student outcomes in mind. For ELLs, this would include English Language Development standards; for SWD, this would include IEP goals.

Furthermore, Domain 3 (Instruction) addresses assessing students and demonstrating responsiveness to their differentiated needs. For ELLs, this would include ensuring progress according to language development benchmarks and adjusting instruction when they are not on track; for SWD, this certainly applies to progress toward IEP goals and access to and progress toward grade level standards and the adjustment of instruction when a student is not making progress.

ISDE adopted the Crosswalk of Danielson's Framework for Teaching created by the American Institutes for Research.   The document will include indicators of effective teaching for English Language Learners. The SEA will also contact the Danielson's Group about plans that could inform the Idaho work. This information will be included in the Evaluation Guidance documents and provided to district evaluation teams. They will also receive technical assistance on the instructional practices that teachers will use and evaluators will be trained to recognize the teachers' use of the instructional practices for English Language Learners.

The Idaho State Department of Education has worked with educational stakeholder groups to develop every facet of the statewide frameworks for teacher and principal evaluation including groups representing teachers (IEA), principals and superintendents (IASA), school board members (ISBA), parents (Idaho PTA), legislators, State Board of Education staff, higher education and other education experts. In addition, in accordance with IDAPA 08.02.02.120 and IDAPA 08.02.02.121, all LEA teacher and principal evaluation models and policies must be developed with input and ongoing review from those affected by the evaluation; i.e., trustees, administrates, teachers and parents.

To further ensure that teachers and principals are involved with the development of the adopted guidelines, the above referenced rules and the changes being made to those rules completed a formal public comment period. Through Idaho's rule making process, all rules adopted by the Idaho State Board of Education must go through a public comment period prior to being approved in a final reading. This ensures that those individuals who are directly impacted by the rules being promulgated have a voice and an opportunity to comment on the rules. All public comments that are submitted are reviewed by the Idaho State Department of Education and the Idaho State Board of Education and considered for possible revisions prior to final approval (See Attachment 31).

In addition to the public comment opportunities, and while a number of educators and their association representatives were directly involved in the work of the different task forces and focus groups formed at the state level, those groups have worked diligently to ensure that each constituent group is well informed of the decisions and progress being made.   In addition to communication efforts, they have made significant efforts to provide all constituency groups an opportunity to provide feedback. An example of this can be found in the efforts of the Educator Evaluation Task Force which surveyed constituents on the various decisions that were being made to bring Idaho's evaluation requirements and models in line with the requirements of the ESEA Flexibility Waiver.

3.B   ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

The ISDE initially required each school district and public charter school to submit its teacher evaluation model for review and approval back in February 2010. The evaluation model had to meet the minimum statewide standards required by Idaho laws and rules. Models had to address performance levels, reliability and validity, and ongoing training and professional development.

With the recently approved revisions to IDAPA 08.02.02.120 which governs teacher evaluations and the addition of IDAPA 08.02.02.121 which governs principal evaluation, each school district board of trustees will once again develop and adopt policies for teacher and principal evaluation and submit them to the ISDE for review. In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE will allow districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and revise district policy before submitting their teacher and principal evaluation models to the ISDE for approval by July 1, 2014.

To further ensure consistency of adoption across the state and to promote rigor and reliability in evaluations, a means for providing evidence of inter-rater reliability was piloted throughout the state. ISDE offered opportunities for school districts to pilot the Teachscape Danielson Proficiency Assessment. With the intent of offering the opportunity for all administrators on a statewide contract beginning-July 1, 2013. This proficiency assessment is intended to achieve inter-rater reliability as it relates to evaluation based upon classroom observation.

This pilot effort involved 280 administrators and teacher leaders from a number of different districts across Idaho. The participants received extensive training in conducting classroom observations, conferencing, and gathering artifacts for assessment. Each participant was then

required to take a proficiency assessment to achieve certification in accurate evaluation. The findings of this pilot will be used to inform further training and to explore building capacity across the state (See Attachment 28).

To ensure consistency of adoption by each LEA, the ISDE has developed a timeframe for the development and implementation of an educator evaluation system that involves stakeholders in the process, incorporates support and accountability for districts, and will likely lead to high quality local teacher and principal evaluation systems. A timeline of all events related to this work, past, present, and planned for the future appears below:

Table 29
Timeline of Events Related to ISDE Implementation of Evaluation Policy

Table 29	Timeline of Events Related to ISDE Implementation of Evaluation Policy
Timeline	Event(s)
February 2009	Presented Teacher Performance Evaluation recommendations to the Idaho Legislature.
April 2009	The State Board of Education adopted as a temporary proposed rule the recommendations of the Teacher Performance Evaluation Task Force- IDAPA 08.02.02.120.
August 2009	The ISDE sponsored Regional Trainings for Administrators on utilizing the Danielson Framework for teacher evaluation purposes. Districts worked with stakeholders to create models.
February 2010	Districts were required to submit their proposal models to ISDE for review and approval. District's model had to be signed by representatives of the Board of Trustees, administrators, and teachers.
2009-2010, 2010-2011 School Years	The ISDE provided online professional development and training in the Danielson Framework for Teaching through Educational Impact.
March 2011	Temporary proposed Administrative Rules formally approved by the Legislature.
2010-2011 School Year	At a minimum, districts began piloting their approved Teacher Performance Evaluations. The results of these pilots were utilized to make adjustments to their local policies, procedures and evaluation instruments.
March 2011	Students Come First legislation enacted requiring all districts and public charter schools to work with stakeholders to (1) adopt a policy to include student achievement data as part of their evaluation model and (2) adopt a policy to include parent input as part of their evaluation model.
2011-2012	Districts begin full implementation of their teacher evaluation model. All LEA teacher evaluation models were reviewed and approved by the ISDE. All LEA teacher and principal evaluation models were collected and posted to the State's website along with the results of all teacher and principal evaluations in accordance with the American Recovery and Reinvestment Act reporting guidance.
December 2011	ISDE convened stakeholder group to define a framework for evaluating administrators.

March 2012	ISDE convened an Evaluation Capacity Taskforce to formally determine a systematic way to monitor and support districts to ensure that all measures used in determining performance are valid and can be implemented in a quality manner.
2012-2013 School Year	Districts began implementation of teacher evaluation models that provided for multiple measures to include, at a minimum, 50 percent student growth measures and parental input for all educators.
November 2012	The Students Come First laws were overturned as a result of a voter referendum. Idaho Attorney General ruled that 50% of a principal or teachers evaluation be based on objective measures of growth in student achievement and must include parental input for the 2012-2013 school year due to the fact that it was in law when contracts were signed.
January 2013	State Department of Education convened Educator Evaluation Task Force that was designed to analyze the ESEA Flexibility requirements, compare them to Idaho's current evaluation requirements and practices and make recommendations to the Idaho State Board of Education and the Idaho Legislate on necessary revisions to teacher and principal evaluation requirements to ensure that Idaho was in compliance with the ESEA Flexibility requirements.
March 2013	The 2013 Idaho Legislature adopted recommendations from the Educator Evaluation Task Force that needed to be put into state statute.
April 17, 2013	The Idaho State Board of Education adopted as a Temporary and Proposed Rule, the recommendations of the Educator Evaluation Focus Group including the revisions to IDAPA 08.02.02.120 Teacher and Pupil Personnel Evaluation and the addition of IDAPA 08.02.02.121 School Principal Evaluation beginning the formal promulgation of rule process. These rules were run as Temporary and Proposed which means they went into full force and affect upon approval. The rules went out for public comment and back to the State Board for final approval at their meeting in August.
April 24, 2013	The rules governing teacher and principal evaluation were posted for a 30 day public comment period where anyone c could provide public comment.
May 2013	The ISDE published a document titled Idaho Effective Principal Evaluation Framework that can be adopted by districts as the instrument used to perform evaluations and observations of principals. This document provides districts with a deeper understanding of the Principal Evaluation Standards that were adopted by the state and the indicators that an evaluator should be looking for at each proficiency level.
August 14, 2013	The State Board of Education reviewed the public comments collected on the teacher and principal evaluation rules and made any necessary changes to the rules based on those public comments.

2013-2014 School Year	Districts must implement teacher and principal evaluation models that are aligned to the revised rule, IDAPA 08.02.02.120 Teacher and Pupil Personnel Evaluation and the new rule, IDAPA 08.02.02.121 School Principal Evaluation. In order to allow districts to be purposeful in planning, and to maximize stakeholder input, ISDE allowed districts to use the 2013-14 school year to draft, preliminarily adopt, pilot, discuss, and modify district policy before submitting their teacher and principal evaluation models to the ISDE for review.
July 1, 2013 and throughout the 2014-2015 School Year	Administrators will have an opportunity to receive online training on the Danielson Framework.
2013-2014 School Year	Institutions of Higher Education began piloting a process by which all principal candidates must demonstrate proof of proficiency in evaluating the performance of teachers prior to receiving an Institutional Recommendation and licensure.
2014-2015 School Year	All candidates entering a principal preparation program in 2014-2015 will be trained in evaluating the performance of teachers.
2014-2015 School Year	District will submit their teacher and principal evaluation models and policies to the ISDE for assurance of completion.
To insure that LEAs adopt, pilot and implement teacher and principal evaluations and support systems with the involvement of teachers and principals, IDAPA 08.02.02.120 and IDAPA 08.02.02.121, require school districts to involve education stakeholders throughout the process.	

The evaluation policy adopted by the LEA must also include a plan for how all stakeholders will be included in the development and ongoing review of their teacher and principal evaluation plans. Stakeholders include, but are not limited to, teachers, board members, administrators and parents In March 2010, the Idaho Legislature formally approved Idaho's Statewide Framework for Teacher Performance Evaluations. The legislation formalized requirements previously prescribed through a temporary administrative rule. In order to assist districts in adopting and piloting the system with consistency, ISDE produced and distributed implementation guidance Statewide, and posted the information on its website (See Attachment 25).

In addition to the activities and efforts outlined throughout this ESEA flexibility request, a summary of some additional key activities that will ensure that each LEA develops and implements a teacher and principal evaluation and support systems that will likely lead to successful implementation follow:

- ISDE Policy Guidance. ISDE has all policies in place at this time which will allow districts to use the 2013 - 2014 school year to draft, preliminarily adopt, pilot, discuss and revise their district policy for principal evaluation systems, as well as finalize changes to their teacher evaluation systems. By the 2014 -2015 school year, the district's evaluation models must be fully implemented Final drafts of the revised educator evaluation plan must be submitted to ISDE for review and approval no later than January 1, 2014.

- Face-to-Face Danielson Framework Training. Training has been and will continue to be

provided across the state for administrators. Training in the Framework for Teaching will increase the likelihood of effective instructional leadership within schools, and ensure inter-rater reliability in performing teacher evaluations.

- To further promote rigor and reliability in evaluations, ISDE will continue to offer the training on the Danielson Frameworks.

- The ISDE will continue to leverage partnerships with Idaho's Statewide System of Support Division in order to further support districts in their efforts to implement their teacher and principal evaluation models. By working with programs that provide coaches to school administrators as well as job-like networking opportunities for superintendents and principals.

These are just some of the examples of how Idaho is providing adequate guidance and other technical assistance to LEAs in developing and implementing teacher and principal evaluation and support systems that are likely to lead to successful implementation by LEAs.

Idaho has made significant strides around teacher and principal evaluation and the efforts to strengthen evaluations for continuous improvement since 2008. In doing so, Idaho continues to create and refine our statewide frameworks for performance evaluations that use multiple measures to improve the craft of teaching and instructional leadership at all levels. Idaho's educator evaluation system has seen dramatic change and improvements since 2008:

1. Teacher Performance Evaluation Task Force (2008-2009)

2. The adoption of a Statewide Framework for Teacher Performance Evaluations based on the Danielson Framework for Teaching (2009)

3. American Recovery and Reinvestment Act Phase II Reporting Guidance (2010)

4. Students Come First (2010)

5. The Administrator Evaluation Focus Group and the work to adopt administrator evaluation standards (2011)

6. Repeal of Students Come First Laws (2012)

7. The Evaluation Capacity Task Force (2012)

8. Governor Task Force for Improving Education (2013)

The ISDE will continue collaboration with teams of leaders in education and educational research. As research opens and improves in the area of evaluating principals and district leaders, Idaho will continue to align evaluation practices of school leadership to the research based evaluation practices that support our forward progression of improving evaluation in Idaho.

The progression towards an evaluation system that informs professional practice will also provide data that can inform personnel decisions and advancement opportunities for teachers and principals. We are confident that as we continue to focus on measuring and improving educators' practices with systematic collection of data and analysis of that data, Idaho's evaluation systems will consistently advance towards a reliable, tailored evaluation system for teachers and principals in multiple situations and settings. As Idaho moves forward with our goal to improve educator's practices, we have created a systematic process to move towards improved evaluation systems. This growth is designed to be systematic with benchmarks and data collection and analysis to inform the continual progress towards a system that can be reliable, transparent, and include coherent weights and measures that move towards consistent weighting to accommodate local control and considerations for educators in a variety of settings. Table 30 reflects Idaho's efforts to progress towards a system that is valid and reliable through continual investigation and collaboration with teams of various technical experts and assessment specialist.

Idaho has considered these challenges and is committed to purposefully movement towards a more complete and reliable evaluation system to support the high stakes that are associated with teacher and principal evaluation. Idaho will move forward, taking time to create thoughtful guidance using tested measures while collecting stakeholder feedback throughout the process with the objective of assuring a clear plan of communication is in place throughout the process. We have clear expectations for evaluators of teachers. We expect to move towards those same expectations for the evaluators of principals. However, principal evaluation is evolving from infancy which will impact Idaho's ability to move quickly in this area. Nevertheless, this will continue to be a priority of our principal evaluation system.

Introduction to Table 30
Idaho recognizes the limited time that exists prior to full implementation and is prepared to provide supporting professional development, opportunities for districts to self-reflect on their evaluation systems and provide time for districts to improve their evaluation systems. We know that Idaho's districts must trust their evaluation systems are effective in identifying effective teachers and leaders that improve student growth and achievement. Therefore, we have created a rigorous three year plan that will provide time for stakeholder input, continued piloting of evaluation systems, and systematic two-way feedback within a 3 year process. The table below provides more information on the refinement of teacher and principal evaluation in Idaho.

Table 30
Three Year Plan to Refine Educator Evaluation Process in Idaho

Table 30	Three Year Plan to Refine Educator Evaluation Process in Idaho		
	2013--2014 School Year *(Year One - Refine and Improve Educator Evaluation Systems & Processes)*		
Teacher Evaluation	**Principal Evaluation**		**Review/Monitor of LEA Evaluation Plans**
1. Local LMS An Instructional Management System provided a Teacher Evaluation through the Local LMS Educator Suite that includes Teacher Evaluation.	1. 2013-14 Pilot for Principal Evaluation Three Options Option 1: Districts align Idaho Standards for Effective Principals to their current principal evaluation system. Option 2: Districts align Idaho Standards for Effective Principals to their current principal evaluation system AND adopt one or more of the pilot protocols. Option 3: Districts align Idaho Standards for Effective Principals (ISEP) with full implementation of protocols and participate in trainings. This option will be available for up to 8 -10 districts and/or LEA charter schools. The goal of this pilot is to test the Idaho Standards for Effective Principals (ISEP) and the related suite of tools and processes that support the standards.		1. Districts/LEA Charters will be provided the Self-Auditing Checklist in preparation of evaluation plan submission in July of 2014.
2. Formative and Interim Assessment Project provided by ISDE, Assessment and Accountability Division: The Formative Interim Assessment Program Project provides an intensive			2. ISDE provide TA on Self-Auditing Checklist for LEA Evaluation Plans: Technical assistance provided concerning the Self-Audit Checklist for districts and LEA charters.

training on in formative and interim assessments. Districts that have prioritized improvement in formative and interim assessment so improvement of instructional practice as part of their College and Career Readiness Standards implementation.		Timeline and procedures outlined for districts teacher and principal evaluation plan submissions.
3. Begin Draft of Teacher Evaluation Guidebook: Idaho's Department of Education Educational Divisions in cooperation with Idaho's regional education centers will begin a combined effort to further identify various reliable, valid measures to guide districts efforts in measuring student achievement. The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators. The ISDE cross divisional teams, the Evaluation Core Team in cooperation with Idaho's education regional centers will use the following documents and data to inform Idaho's Teacher Evaluation Guidebook: • Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District – Determined Measures of Student Learning, Growth and Achievement as a template	2. Begin Draft of Principal Evaluation Guidebook: Option 3 participants of the Principal Evaluation Pilot and the outcome and practice measures used during the pilot will inform the draft guidebook of measures recommended to determine principal effectiveness in Idaho. Idaho has contracted with American Institute of Research (AIR) to produce the first draft of Idaho Principal Evaluation Guidebook. It will be available by September 2014.	3. One area of the Self-Auditing Checklist will include the district's current aggregated teacher proficiency ratings and aggregated student achievement data on Math and Language Arts.

http://www.doe.mass.edu/ed
eval/model/PartVII.pdf
- Idaho's draft of
Multi-tiered System of
Supports (MTSS) Guidance
document
- WIDA Consortium
Resources and Materials
- Project Glad Study
- Non-tested grades
and subjects
- Assessment literacy
and Materials
- Project Glad Study
- Non-tested grades
and subjects
- Assessment literacy

Table 30 Cont.	2014--2015 School Year *(Year Two - Refine and Improve Educator Evaluation Systems & Processes)*	
Teacher Evaluation	**Principal Evaluation**	**Review/Monitor of LEA Evaluation Plans**
1. Continue Cross Division Collaboration on Teacher Evaluation Guidebook to inform teacher evaluation: ISDE Education Educational Divisions and their regional education partners will continue a combined effort to further identify various reliable, valid measures to guide districts efforts in of measuring student achievement that more accurately identifies high or low performing teachers. Add guidance and consider modified	1. Local IMS Principal Evaluation Pilot: The Local IMS second pilot year of principal evaluation will continue the piloting of multiple measures that are valid measures for principals in Idaho.	1. LEA Evaluation Plan Submissions: July 1, 2014 Idaho districts/LEA charters will submit their teacher and principal evaluation plans with a fully completed Evaluation Plan Self-Auditing Checklist with evidence and actions included.

rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities		
2. Teacher Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to review and LEA evaluation plans. Guidebook will provide rubrics and guidance in measuring specialized teachers and their effectiveness including alternative settings. The SEA team of teacher-leaders will participate in this process and provide expertise in the area of best instructional practices for English Learners for teachers and administrators. The Teacher Evaluation Guidebook will include specific guidance for non-tested grades and subjects and additional assessments for tested subjects.	2. Continue the Draft of Principal Evaluation Guidebook: Local LMS Outcome and practice measures will be used during the pilot and participants will inform the draft guidebook of measures recommended to determine principal effectiveness in Idaho.	2. Review of LEA Evaluation Plans: LEA Evaluation Plans and the accompanying Self-Auditing Checklist, evidence, and actions will be reviewed by collaborating ISDE teams. LEAs will receive a feedback from the two or more reviewers of the plan.

Add guidance and modified rubrics for teachers who teach mostly low-income students, English Learners, or students with disabilities. Add guidance and modified rubrics for teachers who teach mostly low-income students, English Language Learners, or students with disabilities.		
3. Teacher Evaluation Guidebook published in draft format and some training provided through regional trainings designed for district evaluation teams.	3. Principal Evaluation Guidebook will inform and guide the LEA evaluation plan process and rubric: Cross Division Collaboration team will use the Guidebook to inform and guide the Rubric and the process to review and LEA evaluation plans.	3. Collection and Analyzing of LEA evaluation plan baseline data: The data collected when reviewing the LEA principal and teacher evaluation plans will be collected and analyzed to determine additional steps in the technical assistance or professional development districts may need.
	4. Multiple Regional training opportunities will be provided from Sept. 2014-Feb. 2015 on the Principal Evaluation Guidebook and the multiple measures included within the guidebook.	4. ISDE Partnerships & Stakeholder groups will begin draft of Evaluation Plan Rubric with proficiency levels: Baseline data from LEA evaluation plan reviews will inform items and proficiency levels in the Evaluation Plan rubric. The principal and teacher guidebooks will inform the items and proficiency levels in the Evaluation Plan rubric.

Table 30 Cont.	2015--2016 School Year
	(Year Three - Refine and Improve Educator Evaluation Systems & Processes)

Teacher Evaluation	Principal Evaluation	Review/Monitor of LEA Evaluation Plans
1. The Teacher Evaluation Guidebook will continue to be added to, adapted and updated based upon new research in the area of teacher evaluation and feedback from Idaho's stakeholders and as Idaho more accurately defines measures to link teachers with the students they teach and defines weights and measures through data systems.	1. Principal Evaluation Guidebook published and TA provided: Statewide efforts to provide PD and TA to Idaho's educators about valid and reliable multiple measures of student achievement in principal evaluation.	1. Tasks from Approved with Reservation LEA: LEA receiving recommended revisions on their evaluation plans will be expected to complete tasks within a defined timeline.
2. Idaho's Evaluation Core Team, cross division team and Idaho's regional educational centers will continue to research new information as it relates to improving teacher evaluation that more accurately identifies high or low performing educators.	2. Idaho's Evaluation Core Team which consists of the Idaho Department of Education Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will continue to look for recent research that will assist in consistency of principal evaluation that will lead to a standardization of evaluators of principals.	2. Publish the LEA Evaluation Plan Rubric with proficiency levels: ISDE Partnerships & Stakeholder groups complete the final draft of the LEA Evaluation Plan Rubric with proficiency levels. ISDE will publish the LEA Evaluation Plan Rubric with proficiency levels.
3. Continue statewide professional development for the use of multiple measures in teacher evaluation and various updates based upon continued improvement of evaluation weights and measures it relates to improving teacher evaluation that more accurately identifies high or low performing educators.	3. The Principal Evaluation Guidebook will continue to be added to, adapted, and updated based upon new research in the area of principal evaluation. Idaho's Evaluation Core Team which consists of the Idaho Department of Education, Northwest Comprehensive Center at Education Northwest, Center on Great Teachers and Leaders, and American Institute of Research will collaborate on the continuing improvement	3. Process and monitoring evaluation plan reviewing cycle will be designed based upon the baseline data of district evaluation plans: • ISDE partnerships & stakeholder groups will determine the rotation process of monitoring and reviewing LEA evaluation plans.

	of this document and training that supports new information as the nation improves principal evaluation that more accurately identifies high or low performing school leaders.	
4. Teacher Evaluation Guidebook will support full implementation of teacher evaluation and the reliability of various measures.	4. Principal Evaluation Guidebook will support full implementation of principal evaluation and the reliability of various measures.	4. ISDE will provide TA concerning the cycle and plan of reviewing LEA Evaluation Plans: Statewide efforts to provide professional development and technical assistance to Idaho's educators about LEA evaluation plans.

Considering the implications of moving too quickly in the process of developing and the implementation evaluation systems, Idaho strives to move beyond mere compliance of the Principle 3 of the ESEA Flexibility Waiver. It is important that we continue our efforts in molding a teacher and principal evaluation that primarily informs and improves educators' practices that are based upon current research which is trusted to improve student growth. To that end, our continued efforts will include a system that addresses educators concerns and builds capacity with complex issues such as reliable student achievement measures with reliable measures that provides differentiation and measures school and teacher contributions to student growth.

Student Achievement (33%) will be based on the new statewide assessment results as well as district determined multiple measures. New assessment results will include student growth and achievement for all grades and content areas assessed. District determined multiple measures will be used for all certified staff including content areas and grade levels where there is not SBAC data available (this may include first year teachers/administrators, new teacher/administrators to the state, teachers who teach in content areas, not assessed by the new assessment, etc.).

Table 31
Progression of Teacher and Principal Evaluation and Idaho's Statewide Assessment System (Smarter Balanced Assessment Consortium – SBAC) and Progression Towards Stronger Differentiation in Evaluation

Table 31	Progression of Teacher and Principal Evaluation and Idaho's Statewide Assessment System (Smarter Balanced Assessment Consortium - SBAC) and Progression Towards Stronger Differentiation in Evaluation	
Year	**Assessment Data**	**Additional Advancement Towards Assessment**
Fall 2013-Spring 2014	SY 2014–2015 Professional Practice (observations, portfolio, student/parent input) SY 2014–2015 State Assessments (SBAC, IRI) – SBAC Field Test – no data available	A numerical calculation is provided to all districts. At this time, districts may determine the multiple measures for student achievement and determine the weight of each measure. Districts must include statewide assessments. ISDE provides training on multiple measures, non-tested grades and subjects, and support documents for teacher and principal evaluation. Website and training opportunities provide districts the documents and support for teacher observations, portfolios, and student/parent input. Principal Evaluation Pilot will include multiple measures for principal evaluation. Initial draft of Principal Evaluation Guidance document.
Fall 2014–Spring 2015	SY 2014–2015 Professional Practice (observations, portfolio, student/parent input) • Idaho State Department of Education and stakeholders develop Teacher Evaluation Guide that will assist LEA's in determining multiple measures that are, reliable and valid. o This guide document will include strategies and measures for SWD and ELL students o Guide will provide examples of creating summative scores using numerical calculations SY 2014–2015 State Assessments (SBAC, IRI) First year of SBAC is available	College and Career Readiness Standards Evaluation Team (see members in table introduction paragraph) and Evaluation Task Force develops draft of Teacher Evaluation Guide that will include information from the following documents: • ISDE will use Massachusetts Model System for Educator Evaluation Part VII: Rating Educator Impact on Student Learning Using District –Determined Measures of Student Learning, Growth and Achievement as a template http://www.doe.mass.edu/edeval/model/PartVII.pdf • Idaho's Multi-tiered System of Supports (MTSS) Guidance document • WIDA Consortium Resources and Materials • Project GLAD Study • Specialized Instructors/Teachers • Non-tested grades and subjects

	for statewide assessment	• Assessment literacy • Continue the current summative rating system for teacher and principal effectiveness Second and final draft of Principal Evaluation Guidance document is prepared for trainings for Idaho's school leadership
Summer 2015	Teachers and principals receive ratings based on SY 2014–2015 Student Achievement • Student growth on District Determined Measures	
Fall 2015	Teachers and principals develop Individual Professional Learning Plans based on SY 2014–2015 ratings	Training offered on teacher and principal Professional Learning Plans College and Career Readiness Standards Evaluation team and ISDE Assessment Division will bring initial recommendations concerning adequately differentiate educator performance to the Evaluation Task Force Recommendations to the Task Force will include: • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho's growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • produce a more complete, accurate summative rating system of teacher and principal effectiveness
Fall 2015– Spring 2016	Teachers and principals receive professional development based on SY 2014–2015 ratings SY 2015–2016 Professional Practice (observations, portfolio,	Professional development opportunities are provided for implementation of Idaho Principal Evaluation Process. College and Career Readiness Standards Evaluation team and ISDE Assessment Division

	student/parent input) SY 2015–2016 State assessments Second year of SBAC results First year of SBAC student growth data	will continue discussions on adequately differentiate educator performance using growth based on the state assessments. Discussions will include the following decisions: • the weights of the growth measure based on assessments • analysis of variances of across the State and issues of comparability and fairness • college- and career-ready aligned assessments and the considerations of they may have on Idaho's growth model calculations • systematic differences in teacher Median Growth Percentiles (MGPs) based on classroom composition (e.g., do teachers who teach mostly low-income students, English Learners, or students with disabilities get systematically higher or lower MGPs) • consider if business rules need developed to define what constitutes a group of teachers under school-level data and how student growth in calculated for each member of that group and the group as a whole • continue to work towards an accurate differentiated summative rating system of teacher and principal effectiveness
Summer 2016	Teachers and principals receive ratings based on SY 2015–2016 Student Achievement • Student growth on District Determined Measures	
Fall 2016	Teachers and principals develop Individual Professional Learning Plans based on SY 2015–2016 ratings.	Teachers and principals will receive guidance on Professional Learning Plans.
Fall 2016–Spring 2017	Teachers and principals receive professional development based on SY 2015–2016 ratings SY 2016–2017 Professional Practice (observations, portfolio, student/parent input) SY 2016–2017 State assessments Third year of SBAC results	Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward.
Summer 2017	Teachers and principals receive ratings based on SY 2016-2017 Student Achievement • Student growth on SBAC	Teachers and Principal Guidance documents will be finalized and final training opportunities will be offered throughout the state for training and guidance in moving forward.

	and District Determined Measures and will continue annually moving forward.	
Fall 2017	Teachers and principals develop Individual Professional Learning Plans based on SY 2016–2017 ratings.	Continue final guidance on teacher and principal Individual Professional Learning Plans.
Fall 2017– Spring 2018	Teachers receive professional development based on SY 2016–2017 ratings. SY 2017–2018 Professional Practice (observations, portfolio, student/parent input) SY 2017–2018 State assessments Fourth year of SBAC results	
Winter 2017– Spring 2018	Personnel decisions, including advancement, termination, salaries, and bonuses based on SY 2016-2017 ratings and will continue annually moving forward.	
Spring 2018	Hiring based on SY 2016–2017 ratings	

PRINCIPLE 3: SUMMARY

Idaho has created, and continues to develop statewide frameworks for performance evaluations using multiple measures to improve the craft of teaching and instructional leadership. Recent legislation and revisions to Administrative Rule guarantee that 33 percent of teacher and administrator performance evaluations will be based on student achievement, and must include growth in student achievement as measured by new statewide assessment (SBAC) aligned to Idaho Idaho's new assessment. Additionally, teacher observations are conducted consistently across the state, based on the Charlotte Danielson Framework for Teaching Second Edition, and are an integral part of a teacher's overall performance evaluation along with parental input, student input and/or portfolios.

Idaho looks forward to the continued refinement of a differentiated evaluation system for teachers and principals. The ISDE Educational Division is committed to work together with our stakeholders in increasing effective instructional practices and identification of instructional leadership that promotes student learning and strengthens students' proficiency in college and career readiness. The plan within this document has been carefully considered as we have contemplated the goal of our work, examined resources, and studied Idaho and the nation's

progress in the area of teacher and principal evaluation. Idaho's team has embedded checkpoints for progress to be measured and analyzed as we move forward. Idaho is confident that the timeline provided will allow the progression towards a useful evaluation system that is based upon sound research and practices.

To ensure that every teacher evaluation results in meaningful, valid feedback that will inform professional development, Idaho has made it a priority to emphasize the principal's role as an instructional leader; proficient in assessing teacher performance and carrying out reflective conversations to promote effective classroom practice. The ultimate goal for the state is to increase the frequency of interaction between teachers and administrators around this model, and ensure that data gathered from evaluations is valid and reliable and informs ongoing professional growth.

The Idaho State Department of Education has worked with educational stakeholder groups to ensure that Idaho's teacher and principal evaluation systems are consistent with the guidelines of Principle 3 of this ESEA Flexibility Waiver and the ISDE will continue to assess and refine educator evaluation systems through a system of reviewing, each LEA's teacher and principle evaluation model. The ISDE is committed to creating guidance, providing technical assistance, and making policy adjustments according to research in best practices and data collected from the field.